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Hiram Johnson
Governor - Senator

California, under the administration of Hon. Hiram Johnson, has made rapid strides in the direction of popular government. No respecter of persons, but ever with the determination to see justice done, and to stand for the "square deal" Governor Johnson has redeemed his pledges and worked for the best interests of all the people all the time.

In the administration of the affairs of a great state, a Governor must not be ruled by sentiment, or show sectional partisanship. During the last Legislative Session, he listened to the appeals of the Legislative Committee of the Council of Education, and the State school officials, and made possible, through his signature to important educational measures, continued progress in all the schools of this great state.

In the recent Senatorial contest, the Governor had the active support of the larger number of teachers in the state. His overwhelming vote shows his popularity. At Washington he will be able to work in the interest of educational legislation affecting the country at large.

And teachers there are, thousands of them, who hope for opportunity to vote for President of the United States, for the man who some years ago, made such a brilliant campaign for the Vice Presidency.

Arthur H. Chamberlain.

Editorial

ARTHUR HENRY CHAMBERLAIN

Said a man to us in conversation recently: "I deplore the tendency on the part of Presidents of educational associations, Chairmen of meetings, and those having in hand the preparation of programs, to secure men, without particular regard to ability. Friendship, politics, expediency, rather than fitness and ability, are given preference. More than likely, too, the well prepared woman is overlooked, in order that a man may receive the honors." This statement was called out owing to an unhappy experience in one of the Departments of the National Education Association meeting in New York.

**Let Justice
Prevail**

The tendency with us in California is, more and more, to look for merit and ability. It can not be denied, however, that should the rank and file of the profession be judged on the basis of some of those men who regularly appear upon our platforms, our condition would be sorry indeed. Friendship, politics, expediency, still play too large a part in selections and appointments, whether in the matter of educational speakers, committee members, or of those selected for public office.

Some of us are still narrow-minded. Personally, we confess to a feeling of humiliation when we find we are associated on a committee with seven men and one woman, should the subject under discussion be one about which women in general know much more than do men. Or, perhaps, the matter is one involving the shaping of laws or principles intended to apply chiefly to the sex having no voice in their shaping. Let common sense, courtesy and justice prevail.

Some months ago we advocated a minimum salary for elementary and rural teachers. Since that time, the cost of living has materially increased without any appreciable increase in the salaries of teachers in rural or graded schools or of principals of elementary schools.

**Salaries Should
Be Increased**

What is needed is an educational requirement such as to guarantee the securing of a properly prepared teacher. A minimum salary, if fixed, should cover the entire year, and be payable in equal monthly installments. This will eliminate any tendency to reduce the length of the school year. It is safe to say that the minimum should not be less than \$900 per year, or perhaps \$1000. Even an inexperienced teacher must have a salary wherewithal to be fed and clothed. It may not be generally known that many teachers are receiving not more than \$550 to \$700 per year, at the present time. Any law drawn would have to be so worded as to prevent the lowering of present salaries to this minimum by Boards that might wish to take advantage of the law.

It is a shame and disgrace that our County Superintendents of Schools are paid such pitifully meagre salaries. There is no county officer whose work is more important or more exacting. No greater efficiency, financial ability or devotion to duty is required in any county office. Nowhere else is there as much demanded in preparation. Yet the County Superintendent of Schools is usually at the tag end of the line in salary schedule. Frequently a superintendent declines to be a candidate for re-election, preferring to teach a rural school, with less responsibility and \$100 more salary.

And still they tell us that California leads the states in the salaries paid teachers.

There is need enough of a more permanent tenure for teachers. The constant shifting of principals and teachers makes any constructive work in a given locality impossible. Plans cannot be matured and carried out in one or two years. Principals and supervising principals should have equal opportunities with the city superintendent in this regard, and teachers in elementary and high schools, who are doing thorough and conscientious work, should not feel that uncertainty as to re-appointment, that comes with the from-year-to-year-plan.

Just what legislation, if any, should be enacted, is a subject for debate. Permissive laws are frequently of more benefit than are compelling ones. Public sentiment must somehow be aroused. Life or permanent tenure for teachers is not to be desired. Such conditions would detract from growth and progress. However, the state owes it to itself, its children and its teachers, to protect the latter. Where there is merit, there should be tenure.

The State Board of Education, at its last session, requested the Commissioners of Education to make an investigation of the County Unit plan of organization and report thereon, as a basis for determining the advisability of substituting this plan for the District organization. This is most timely. Throughout the country there is discussion of more effective means in county administration. In a number of states the District System is displaced by the larger Government Unit.

It will be remembered that two years ago this magazine stood out strongly for the County Unit in School Administration. There should of course be full consideration given the subject, before suggesting details for any proposed change. Attention is called to the Bulletin on the County Unit Plan, issued by the United States Bureau of Education. We also direct the attention of teachers and school officials who are studying this question, to our discussion of the subject before the National Council of Education in July, 1914, and to be found in the National Education Association Proceedings for that year, the American School Board Journal for August, 1914, and the Sierra Educational News for December, 1914. Attention is particularly called to the statements made by leading educators, appearing on page 691 of the December, 1914 issue of this magazine.

The adherents of the old District Plan will at once claim that in a real democracy, every voter should have a direct voice in school government. The schools, they will tell you, must be kept near the people. Those in favor of a County Unit Plan will insist that powers must be centralized; responsibility must be placed. They will show that economy and efficiency can be had only when the activities of the county are centralized in one Board, rather than when there are as many as there are school districts in the county.

The entire question is, of course, one of proper adjustment as between local autonomy on the one hand and centralized power on the other. Any plan that takes power from the hands of the people, is undemocratic. We are beginning to understand, however, that the people can best serve themselves by placing an expert in authority and by demanding of such expert returns in measurable results. Such type of administration increases rather than diminishes the power of the people. Our county administration would prove much more effective were it fashioned somewhat on the plan in force in the city.

The County Superintendent should be given much greater powers than he at present possesses. He should be paid an adequate salary. He should have sufficient assistants to guarantee proper supervision of schools. Knowing the conditions pertaining in each school district and the needs of each particular school, he should place the teachers. As it is now, those Trustees who desire to be honest, are as likely to secure as teacher, one ill adapted to the position, as they are one who will fill the requirements. And where now a teacher is chosen by the Trustees because her home is in the community or because of certain family relationship without regard to fitness, this difficulty, under a County Unit Plan, would disappear.

We have been asked repeatedly of late, whether the time had not arrived for a discussion of the County Unit Plan. We should be pleased to give publicity to statements and suggestions bearing on either side of this issue.

The United States Bureau of Education is doing a great work. The Bulletins issued from time to time, on various phases of education are proving helpful in the highest degree. Its recent work in educating our Aliens is most commendable. The Bureau is

Reading Circles

For Rural Schools

now moving aggressively in a work of the utmost importance—the establishment of Reading Circles for teachers in the Rural Schools. Already forty-two states have established such Reading Circles.

Thoroughly prepared, as many of our teachers are, continued growth and development depends in no small degree upon professional study during service. The need for this intimate touch with the best educational thought of the day is felt particularly by the teachers in the rural districts. It is, many times, the young and inexperienced teacher who goes to the country. Then too, opportunities for supervision, criticism and suggestion are not offered

rural teachers as they are those in urban communities. Library facilities are frequently lacking in the country. More than all else, however, the teacher needs the stimulating influence that comes with a carefully planned out course of reading, and one participated in by her associates in the profession.

California, forward looking in many respects, has already allowed forty-two states to distance her in the matter of the organization of Reading Circles for Rural School Teachers. We should have not only a state wide Reading Circle, but the teachers in a given school or city should come together for such work. There are, throughout the state, a number of instances where teachers in districts easily in reach of a central meeting place, come together weekly for discussion of educational problems. Our next move should be in the interest of a state wide organization.

Much that is good in our school system we owe to those countries whose civilization had proceeded some centuries on the onward march before the discovery of the "New World." It was inevitable that we should, under the wider influence and broader atmosphere here prevailing, break away somewhat, and mark out new lines of endeavor, and through trial and experiment, adopt means and methods in accord with a developing civilization and a progressive people. And it was just as inevitable that the strong ties of tradition should bind us to many outworn and antiquated educational "principles" that should long ago have been relegated to the scrap heap.

Again the Examination

The English Schoolmaster is again at the front. But if his victories were won "on the field of Eaton" it is not because of the efficacy of the examination. Germany sees only Fatherland and victory, but the school examination as usually carried on, does not enter into the equation. France has claimed the admiration of the world, but it would be difficult to show how the examination has played great part in her achievements.

The forward looking men and women of England are hammering at the matter as are some of our own people. Note an editorial on The Term Examination in the London Teacher for October:

We were glad to read in The L. C. C. Gazette the reminder that the October Term Examination may be "held lightly" or suspended. The "Term Examination," we fear, has become as much a fetish with a few of our colleagues as the "Annual Examination" of former unhappy days. Considerable astonishment would be experienced, we think, by these protagonists of examinations if they knew what is now the attitude of the Council and the Board of Education toward internal (was it eternal in some cases?) school examinations.

It is difficult to say who are the greatest offenders with us. Perhaps the Universities. If some of the practices of the universities, high and elementary schools, in this regard, were not criminal, they would be pathetic. The examination is too often a "specialists" method of asking questions, the answers to which he has "looked up," and ignorance of which is a guarantee that the individual has been thinking of bigger things.

THE STUDY HALL—A SOURCE OF WASTE

BY WILLIAM MARTIN PROCTOR

ASSISTANT IN SECONDARY EDUCATION, STANFORD UNIVERSITY

OF the many wastes due to inefficient methods in the modern High school there is none more deserving of consideration than the waste involved in the "Study Hall" method of administering study periods. The Study Hall, in the sense in which we refer to it here, is a large room in which all students not engaged in reciting at any given period of the school day are brought together for purposes of study. Some member of the teaching staff, not engaged in hearing recitations, is detailed to have charge of the room.

The first item of waste, in connection with the Study Hall, is the waste of vital energy of the teacher in charge. In a High School of 250 pupils there will be from 50 to 80 pupils in the Study Hall every period of the day. They are studying many different subjects, with only one or two of which the teacher in charge has any expert knowledge. She cannot properly supervise subjects, for study purposes, of which she knows nothing. Consequently, for a majority of the pupils in the Study Hall she is merely a policeman trying to maintain order. If she happens to be a strong disciplinarian, she may succeed in securing conditions under which those who really desire to study may find it possible to do so. But for every teacher who is able to handle a Study Hall successfully, there are five or six who fail. They serve their turn at Study Hall duty about as cheerfully as a member of the chain-gang serves his time at breaking rock. The students take advantage of the teacher's weakness to turn the Study Hall into an amusement hall, where lessons become the least of their worries.

The most serious waste, however, connected with the Study Hall, is the waste of the time and energy of the students. It does not take long to destroy even the most conscientious determination to study when unfavorable conditions exist in the place where study is attempted. A High School pupil may start out with a serious purpose to study, but if there is noise and uproar in the study room his attention is soon distracted. If the noise is a matter of everyday occurrence the pupil falls into the habit of fooling away his time instead of applying himself to his studies; his energy is dissipated and he never learns how to concentrate his attention upon the task in hand.

In a recent investigation of the study habits of High School pupils, the writer got returns from 1661 High School pupils, attending High Schools in California, Oregon and Washington. 1182 of these pupils were attending schools which employed the type of Study Hall just described, and 479 were attending schools which were employing some form of double or lengthened period for supervised study and from which the traditional Study Hall had been banished.

One of the questions asked of all these High School pupils was: "What difficulties do you encounter when you attempt to concentrate your mind upon your lessons?" A great many pupils from the schools employing the Study Hall mentioned the distractions due to a noisy study hall. The following are typical of the answers: "It all depends on the study hall teacher whether I can study at school or not." When I am in school the study hall is nearly always full of pupils. They go back and forth to

the desk getting papers. After a while the room gets hot and stuffy so that no one can study." "There is always too much noise in the study hall." "I cannot concentrate on account of the lack of fresh air in the study hall. There is too much talking among the students."

Pupils from the schools having the double period—where part of the lengthened period is devoted to study of the next day's lesson under the supervision of the class-room teacher in that subject—made particular mention of the favorable conditions to study existing in the class-rooms where there were only a small number of pupils, all studying the same subject and under the direct supervision of the teacher. Answers like the following were quite common: "At school, under the present double-period system, I have no difficulty in concentrating upon my lessons." "I study best at school since the establishment of the double-period system, because there is nothing to divert my attention." "I have no difficulties of concentration under the double-period system, because everybody else is studying."

The superiority of supervised study over the Study Hall plan is clearly shown also in the replies to the other questions which the pupils were requested to answer. Answering the question as to how they undertook the preparation of a history lesson, 55% of the pupils from the double-period schools said they used outlines, maps, etc., while only 33% of the pupils from the Study Hall type of schools reported employing such aids to study. Replying to the question as to whether they followed a regular program or schedule in the daily preparation of their lessons, there were 82½% of the pupils from the double-period schools who had such a schedule, against 55% from the Study Hall school pupils.

One question had to do with the place where they could study to best advantage, whether at school or at home. It was found that 66½% of the double-period school pupils studied best at school, but only 45% of the Study Hall pupils so reported, indicating that the lengthened period for supervised study had very greatly improved school study conditions as compared with the conditions obtaining in schools under the Study Hall plan.

The relation of supervised study to the improvement of study habits was shown in the answers to the last question, which was: "Do you think that your study habits would be improved if you were given instruction in how to study by your High School teachers?" There were 45% of the pupils from the Study Hall type of school who said they thought their study habits might be improved by means of instruction in how to study, but 44% thought they already knew how to study, and 11% expressed no opinion. In contrast with opinions expressed by pupils from the Study Hall type of schools were those of the pupils from the double-period type of schools, 82% of whom said, after experience with supervised study, that their study habits had been improved by instruction in how to study. A few, constituting only 13%, expressed themselves as doubtful of the benefits of supervised study, and 5% expressed no opinion.

The investigation into the study habits of Pacific Coast High School pupils, some of the results of which are briefly outlined above, has convinced the writer that much of the waste of vital energy on the part of teachers, and the dissipation of mental energy on the part of High School pupils, could be eliminated by the adoption of the lengthened or double-period plan of supervised study in all of our High Schools.

A NEW STATE COLLEGE

BY CHARLES HEATH SNYDER

MC KINLEY AVENUE INTERMEDIATE HIGH SCHOOL, LOS ANGELES

THE old idea that a college education is needed only by members of a select class is still a dominant factor in school legislation. A few years ago the California Legislature granted high school boards the privileges of a post-graduate course to approximate the studies prescribed in the first two years of universities. If one refers to the School Law, Political Code, Paragraph 1750, and thereafter, the full text makes it clear that graduates of high schools only may enter post-graduate high schools.

We hear much in these days about the great transition through which our schools are passing. We might ask ourselves the question, Where has this change taken place? Has it been in the grammar schools, the secondary schools or in the universities? We will certainly have to answer that it has not been in the universities. In the same way that lack of progress in the ecclesiastical dispensation can be laid at the door of the clergy, just so in the educational states can lack of progress be laid at the door of the universities. We are all convinced that the education of high school graduates is not our big problem. The big problem today is the education of the 80% who never enter high school, or the education of the 75% who after entering high school fail to complete the course. Are we really acting wisely in the organization plan of the state universities and junior colleges, schools organized to cater directly to high school graduates?

There seem at least two good reasons for junior college courses, (1) that the majority of people who attend may remain at home where board and room will be at minimum cost, (2) that there

may be no tuition charges. The junior college plan while good in a way does not meet the needs of the people. The education of adults and middle-aged people is a more serious problem in our state than the education of high school graduates. Those people who cannot attend a junior college because of the restrictions of age, entrance requirements and limited field of the two-year course, are the ones the state should provide for. The fact is, we are following after established demands rather than trying to adjust to present-day needs.

The time will soon come when a new type of state educational institution is going to supplant the old traditional university. This new type of school is going to come and no one can prevent its coming. It is to be a school that will meet the needs of the great mass of people. A plan the writer has in mind would propose State Colleges to be placed at the great centers of population throughout the state, one at Los Angeles, one at San Francisco, and one at San Diego; thus allowing the great mass of people to remain at home and yet avail themselves of a college education. This new plan of remaining at home and attending college seems to be a forerunner of what we may expect in the future.

The old school, built upon the type of the French Academy and English institutions, is no longer a school for the American people. The two semester plan, for instance, is a remnant of the days when students took a vacation to Rome. The coming school is to be one which operates on the four quarter plan and runs the whole year through. In the new type of school, time will play the part of

money. Long-drawn-out semesters with frequent holidays are to be abolished.

In order that the school meets the needs of the people, facilities should be provided for taking care of those who remain in the university or college throughout the year. For example, instead of having probably hundreds of families taking care of students who remain at school throughout the year, and who cannot live at home or who have no home, there should be provided such public facilities as would induce those who live far distant to enroll at the school.

We would not have it understood that the school should be cheap in the sense that it might be taken, but we would have it so that rich and poor would have an equal chance. The school should see to it that board and room could be furnished at a cost not to exceed \$125 per year of twelve months.

Alexander Hamilton, in many ways the most far-seeing man America has produced, advocated that a university should be a school where anyone could enter at any time and graduate without any required number of units. The significance of Hamilton's statement is all the more striking when we recall that he belonged to the aristocrats. The night school, which is built on somewhat this plan, is one of the greatest of educational institutions.

The coming school must be open to all who wish to enter. It is called upon to perform in the field of school organization those things that make for universal education, and thus bring about a universal citizenship. If time is to play the part of money the student must be allowed to take as much work as he can do well and no time prescribed for completing the course. To render the greatest service the school should offer only the bachelor's degrees. Courses of study could therefore be individualized and yet

arranged in such a way as to permit the student to enter at any time, leave at any time, and resume the work when he returns at exactly where he left off.

It was the writer's privilege not long ago to visit privately controlled universities in the East where in one school 2,000 students were boarded at different boarding halls at a weekly cost of \$1.75 per student. The class of students at this school was the best that could be found anywhere. They were sober-minded, hard-working students, willing to accept the school even with tuition charges because of its efficiency and pecuniary advantages.

A few years ago McClure's Magazine published a lengthy article on the Valparaiso University, which is one of the largest universities privately owned and privately operated, from the standpoint of students enrolled and courses of study offered, in the United States or in the world. The school, as the article points out, has the disadvantage of being away from a great metropolis and of being with no state aid, yet students have enrolled there for years far in excess of the enrollment at the State University. It is interesting to note that the school does not permit fraternities, sororities or professional athletics, things that the traditional schools think are indispensable. This is the school that President Judson of Chicago University called the Congress of Nations. The founders, H. B. Brown and O. P. Kinsey, are spoken of by the Chicago and New York Alumni Associations as the greatest men of America. It is at this school, in the presence of these leaders who give the school such a stamp of industry, that every student who leaves its doors, is filled with a determination to win, with an unflinching confidence in his own ability to succeed.

Many people are already seeing that the schools of higher learning are not

meeting the needs of the people. When we see on every hand young men and young women who are ready for an education, but who because of entrance requirements or tuition money are denied that privilege, is it not time that we were protesting for a new type of school? Many adults, who cannot enter the junior college because of the restrictions it places upon them, give reason for classing our colleges and universities as neither universal nor democratic.

We should add that it has been only a few years since state legislatures began to legislate on school matters. Just at this time, when the elementary schools of

our country are undergoing a great transition, the greatest in some respects ever known, political pressure is being so applied as to cause school boards, and even legislatures, to work harm to the school systems. The night schools of New York and other cities are being quietly closed down. What we are to achieve for education in the near future depends largely upon the way we handle the Legislature. Those who speak for us must be in sympathy, not with the old but with the new education. The man who champions the cause will do more for humanity than the philanthropist who spends thousands on the traditional school as it now exists.

A Prayer to Program Saints and Sinners.

From Ohio Educational Monthly for October

You are to be commended upon your courageous criticism of the length of the program and speeches of the N. E. A. I have more than once felt like offering a prayer to Program Saints and Sinners as follows:

O Creator of Commonsense! give to each of us enough gumption to shut up when we have said something, or failed.

Inject enough ginger, O God of Gray Matter, into my remarks to cause the guilty to heed my injunctions.

Strengthen, O God of Courage, the backbone of the Chairman to gavel the gabble of the tongue that presumes to run on another's time.

We thank Thee, O God of Greatness, for him whom thou hath made after thine own image—the one who knows when he has said enough. Help, O Lord of Safety, spouting speelers to wag and then flag the tongue.

We recommend, O Ruler of Reason, that each speaker be given enough rope to hang himself, and then hang him if

he doesn't know when talking should cease and lynching liars should begin.

Help us to perceive, O Wordless Omnipotence, that silence hath victories no eloquence ever voiced.

O Judge of Justice, deal gently with him who hath the gift of gab without gray matter to justify it.

O Master of Expression, help us to distinguish the difference between eloquence and chin music.

O Saint of Satire, thou knowest that only egotists and gas meters run overtime.

O God of Excuses, help us to comprehend that the best apology for speaking is not to speak.

Help us, O Spirit of Discrimination, to perceive the difference between oratory and chop suey.

O God of Opportunity, let us hope these oniony vaporings may stimulate some Knight of Right to do to Program Prostitution what Cervantes through Sancho Panza and Don Quixote, did to Knight Errantry.

THE INTERMEDIATE SCHOOL

BY G. VERNON BENNETT
SUPERINTENDENT CITY SCHOOLS, POMONA, CAL.

IN the past six years there has sprung into existence a new educational institution that has gained so rapidly in popularity that it may surely be said of it that it fills a long-felt want. Some claim that its origin was in California; others say that it has existed in men's minds for a long time, taking shape in several states about the same year. Here the Intermediate School has become fixed; elsewhere it is called the Junior High School.

WHY THE INTERMEDIATE SCHOOL?

The institution arose out of the needs of the individual and of society. Here were the problems to be solved: (1) There was a great dropping out of school of pupils in 7th and 8th grades due principally, it was claimed, to the uninteresting course of study. Boys and girls were thoroughly tired of studying arithmetic, geography and grammar. They longed for something new; but the old course kept them steadily at the same outworn things. (2) The mortality in the first grade of the high school was still more alarming, due, it was claimed, to the sudden breaking away from the methods of teaching in the elementary school. Pupils gave, as reasons for dropping out of schools, that they had to study too hard, when they had not yet even learned how to study; that so many teachers and so many new studies confused their minds; that High School teachers were cold and indifferent to their pupils; and that the looseness of supervision was too great a strain on their responsibility at such a tender age so that they succumbed to the temptation to neglect everything. The mortality in the 9th grade was further due to the fact that the pupils had

to look so far into the future to finish the high school that they became discouraged and left. (3) The 7th and 8th grade work and the elementary school were not adapted to meet the needs of early adolescence. The child begins to adolesce at 12, 13 or 14—the very time when children have just reached the 7th grade. (4) The 9th grade pupils are too young to be permitted to associate with the mature youths and maidens of the 12th. (5) Many young people have to go to work at 15 years of age, and they should be given something of culture more than the common branches. (6) Such children should also have an opportunity to study in school some occupational work or at least some pre-vocational courses to prepare them for the industries. (7) The conventional grammar school course of study tended to neglect the individuality of boys and girls, to force them all into the same mould.

To meet and solve all these problems a new institution was inaugurated, embracing the pupils of the 7th, 8th, 9th and nowadays 10th grades. Permit me to take up one by one the characteristics of this new Junior High School.

THE PROBLEMS ANALYZED

(1) To keep up the pupil's interest in school, there is provided an enriched course of study. The common branches, the non-essentials being eliminated, are to be completed in the 6th grade, but under new names they are to be continued in a more interesting way. Elementary Bookkeeping, General Science, Commercial Geography, Sanitary Civics, English, take the place of Arithmetic, Nature Study, Geography, History and

Grammar. In addition, a foreign language, Algebra, Biology and Ancient History are started in the 7th and 8th grades.

(2) The Junior High School provides an easy and pleasant transition from grades to high school. This is accomplished by making the work more and more departmentalized from 7th to 9th grades. Besides this, the school is not as large as a high school and the pupil does not get lost in the mob. Many of the teachers are ex-grade teachers, and consequently, so it is claimed, more human than high school instructors; that is, they are teachers of boys and girls rather than of subjects. The new school undertakes to teach the pupils how to study by close supervision at first, and then by gradually placing them upon their own responsibility. These plans seem to work all right, for it is certain that the mortality, both in the 7th and 8th grades and in the 9th year, has been greatly reduced. With only one year before them, the 9th graders stick to school until graduation. Thus they are saved to at least one year more of schooling than they would have gotten under the old plan.

(3) Under the new arrangement, school work can be arranged to fit the adolescent boy or girl. They need greater physical activity, and so physical culture, athletics, manual training, are given prominence. They are becoming interested in the opposite sex, so social activities are developed. They are very self-conscious and awkward, consequently folk-dancing and social courtesies are introduced. The boy's voice is breaking, therefore, he is not compelled to sing. Their future life work is beginning to interest them. To satisfy this interest, opportunity of finding themselves is afforded by giving them a taste of domestic, manual, industrial, agricultural and commercial courses. The girl is beginning

to feel that she is a young woman, and the boy that he is a young man; and so the Junior High School begins the differentiation of work for the sexes.

(4) A principle of the new school is that the 9th, and possibly the 10th grades, shall be grouped with the 7th and 8th, and separated from the 11th and 12th. While adolescence begins in the Junior High School period, it is essentially different from completed adolescence. In the first period, the boy's voice is changing, in the second it is changed. In the first, hair begins to appear on the face, in the second it has appeared and is there. I mean that adolescence may begin any time between 12 and 17; but that in every case, it has begun before the Senior High School is reached, consequently the Junior High School must be adapted to boys and girls that have not entered adolescence, to those who are just beginning it, and to those who are well in adolescence. The Senior High School on the other hand, has only one class—the advanced adolescent. The problems of the two schools are therefore entirely different, and so, it is argued, the groups should be separate and under different roofs. The courses of study should be distinct and methods of instruction should be different.

(5) As many boys and girls have to drop out of school at 15 or 16 years of age, the Junior High School gives them a taste for culture and an acquaintance with the arts that the elementary school did not. Latin, music, art, literature, drama, algebra, old world history, science, and aesthetics, are given prominence. With this refinement thoroughly instilled, the youth enters the common walks of life not altogether sordid.

(6) Hugo Munsterberg says: "If you expand the observation as far as the 16th year, I am inclined to think that all the characteristic traits which will determine

the later life, will have come to development." Hence, the necessity in the Junior High School of occupational or pre-occupational courses. Whether the youth is going on to Senior High School or out into earning a livelihood, he should have an opportunity to learn in school, the rudiments of an occupation, or at least to try out his tastes and aptitudes through prevocational courses. If Munsterberg is right, the boy of 16 has his characteristic traits developed, and if properly guided, may as safely select his life work as the man of 30. Why spend the time from 16 to 30 years of age in experimenting at such frightful cost, when one's aptitudes can be learned by careful psychological tests while in school?

(7) And last, the Junior High School opens an opportunity to express one's individuality in all lines. Here wide election may be permitted under the careful guidance of the sympathetic teacher. The straight-jacket of the conventional grammar school course disappears, and the freedom of election takes its place. This, however, is not to become the license of purposeless browsing, but rather an attempt to get the things that

fit the needs of a maturing individuality, a person, exactly like whom there is no other in the whole wide world.

These, it seems to me, are the characteristics of the best developed Junior High Schools outside our own state and of the typical Intermediate School in California. Whether this institution, as I have described it, ought to become crystallized into hard and fast lines, or whether it should be elastic and pliable, adaptable to the needs of widely different communities, I shall leave to one of my colleagues to discuss.

Finally, to combine the above into a definition, I may say that a Junior High School is an institution separate from the Senior High School but with the work increasingly departmentalized, embracing the 7th, 8th, 9th and 10th grades, but with a course of study enriched by the addition of many cultural branches, arranged with a view to meeting the needs of boys and girls in various stages of adolescence, and allowing such freedom of election as will enable the youth to find himself both in an occupational sense and as a member of society.

ALEXIS F. LANGE HONORED

California Schoolmasters' Club

BY E. MORRIS COX

THE California Schoolmasters' Club gave a dinner on Saturday evening, October 20, in San Francisco in honor of Dr. Alexis F. Lange, who has just completed a decade of service as head of the Department of Education, University of California. More than the usual number of members and guests were present on this occasion to listen to the admirable program prepared by Commissioner Will C. Wood and to extend hearty and vociferous greetings to the guest of the evening.

Commissioner Wood's characterization of the place which Dr. Lange and the School of Education hold in the hearts of the school people and their influence in the school system was most fitting. Dr. Cubberley outlined the "big" things Dr. Lange has led in doing. Dr. Richard G. Boone spoke to the toast, "Dr. Lange and the New School of Education" and State Superintendent Hyatt responded most happily to the toast, "Dr. Lange, the man." This response is printed in full in this issue.

Dr. Boone surprised his audience with the enormous work now being done by the School of Education. His outline of courses and report of enrollment of students shows that we have one of the largest schools of education in this country.

Dr. Cubberley's rehearsal in his own captivating fashion of the history of education in California and particularly the three conspicuous things in which Dr. Lange has led was most thrilling. The development of high schools and junior colleges, the establishment of our splen-

did standards of certification and the growth of the School of Education in California gave material suitable for the event given to honor our leader. The look ahead which Dr. Cubberley gave us was sufficient to thrill the imaginations of the conservative school masters in his audience. The problems of consolidation of school districts with a larger unit of administration, competent supervision of all the schools in the state with a still further development of state control of certification and school finance, furnish a field for another decade of Dr. Lange's leadership.

Tribute to Dr. Lange

BY. HON. EDWARD HYATT

To my mind, our good friend whom we toast tonight is a masquerader, a gay masquerader. All these years he has been a cocky American citizen from Michigan, masquerading in the guise of a German professor from Jena or Leipsic. For look you, doesn't he smoke a pipe? Aren't his sentences, no matter how exquisitely turned, as long as the moral law, and don't the verbs come at the very end? He looks the part, too. The benevolent, contemplative mien, the aureole of gently silvering hair, the deliberate speech, and all that—certainly, he's just from Leipsic or Jena.

But what a surprise awaits one who gets close enough to scratch beneath the superficial varnish! A Yankee from Michigan, to the core! Rebuking the positive, cocksure fellow who goes over to Europe for three months—or possibly three and one-half—and comes back finished in all education, disparaging our crass American ways and urging the immediate adoption of some new, efficient and autocratic retrogression from abroad!

"Yes," he will say, "our methods in schools as in other things, are indigenous to our soil; they are an outgrowth from our national life; they are the outward expression of the inward nature of the American people. It is absurd, ridiculous, to think of changing suddenly this great organism by adopting some method that has grown up in Denmark or in Switzerland, or which works well with a people that has learned to obey its rulers through centuries of repression. No! No! 'Twill not work here. It is foreign to our thought. We are not ready for it. These things must grow out of the people. They will not take root from outside."

The human side of Professor Lange?

Well, as I size him up—and chances to size him up have been many in our sojourn together in this vale of tears—his human side, beneath his accurate scholarship, his writing, his speaking, his leadership of the education of a great state—beneath all that, aside from it, in addition to it, he is a big, wholesome, true hearted boy, a bare-

foot boy with cheek of tan, brought up on a back woods farm! He has the largeness and the patience of the country! He has suffered stone bruises and has stubbed his toes. He has taught the calf to drink milk! He has done the chamber work for cows and he has borne the rich democratic aroma of the horse-stable for many days together!

Wherefore, he is slow to anger, and filled with wisdom. He is in very sooth, a good counselor. Do you want kindly audience, to hear your little idea, to see your one forlorn ewe lamb? Go to Lange, in his den at night, and spin it out. D'you need encouragement, are you doubtful of your power, fearful of your plan? Seek out Dr. Lange and unfold the thing to him. He will give comfort and cheer, he will discover new beauties and give appreciative suggestions and will send you away rejoicing.

Slow to speak, kind to hear, wise to counsel, careful to judge—that's Lange.

But beware lest you impose on his good nature too far. Genial Dutchman though he is, there are limits. You'd never guess it, but I have seen him so pestered by educational gadflies that his divine patience broke down under the strain and at last he would turn on his tormenters like Jove himself, with thunderbolts, smite them hip and thigh, smite them again and again until only would be left a sulphurous smell! That's Lange!

You'll know him when you see him. A big sturdy, broad shouldered boy, with heart of oak. Loyalty to our institutions possessing him, devotion to our ideals animating him, free heart of America pulsing in him—disguised as a learned old professor from the fatherland—our helpful, kindly, sympathetic friend in time of trouble—that's Lange!

I gladly cast my little tribute at his feet—while he is here to see it—to feel it.

Magazine Production Increasing

The Wisconsin Journal of Education for October says: "The publishers of this Journal are making every effort to maintain the old subscription price of \$1.25, and at the same time to meet the increased bills for paper and printing. Since the first of last January, the cost of the paper which is used in this publication has increased a little over one hundred per cent. One can hardly pick up a newspaper or magazine just now without seeing an announcement of an advance in subscription price due to the increased cost of publishing. It is our hope to maintain the old price for some time yet, but necessity may drive us to an increase in the near future."

In the United States Government, economy is being practiced. The last communication to reach us is from the Public Health Service, Treasury Department, saying that "it has become necessary to curtail the mailing list of the Health News," and asking whether we desire our name to remain on the mailing list.

How shall a city superintendent handle his Board of Education so that he may be able to secure maximum results for the pupils under his supervision? Some superintendents keep the Board members busy with petty details of business administration, not taking these men into his confidence regarding his ideas for changing conditions. Such a superintendent is usually either of the over-cautious do-nothing type or an educational self-satisfied autocrat. He does not wish or expect his Board or teachers to be familiar with current educational discussions. The other type of superintendent is the one that takes his Board and the public into his confidence, and discusses with them educational conditions and possibilities. He keeps in touch with current tendencies and keeps his Board informed. The superintendent that adopts the latter plan of dealing with his Board keeps them supplied with the best professional literature on school administration. For this purpose the best single book yet published is Cubberley's "Public School Administration" recently published by Houghton Mifflin Company. It is peculiarly a book for city superintendents and members of city school boards, but many topics of general interest are discussed. For instance, should women be on the Board? How should Board members be selected, by election or appointment?

Correlation in the Physic Class

BY J. F. GRAHAM

LEMOORE HIGH SCHOOL

CORRELATION of problems, recitation and laboratory work in Physics, to me means using the proper amount of each material at the right time, that the recitation may supplement the laboratory when purely deductive methods can be used and the laboratory and demonstration may supplement the recitation when not possible to use the purely deductive. I use class demonstration often.

The pupil, in order to work the problems, must quite thoroughly understand the principles involved. Therefore I use the problems near the end of a treatment of a unit of work.

The time and the teacher are two important factors in the correlation in any subject. I find that two laboratory periods of 90 minutes each and three single periods of 45 minutes each is little enough time for a high school science.

I do not necessarily have certain days set aside for laboratory work. I may have laboratory experiments any day. This is one help toward correlation, because the experiments are then done at the time the class is ready for them. I try to arrange my work so that the same amount of time is required each day in preparation by the pupils. Problem sets may be assigned to be handed in at the beginning of laboratory periods, because little studying of physics may be needed before going into the laboratory. These problems may be worked on such days.

I find a test or written recitation once a week or every 8 or 10 days requires the pupil to continually review and then he is less likely to get lost in detail.

Larger Units of Study

BY C. A. MCMURRY

PROFESSOR OF ELEMENTARY EDUCATION,
PEABODY COLLEGE, NASHVILLE, TENN.

HOW shall grammar grade studies be enriched in thought content and interest? How shall these young people be set to thinking and kept thinking vigorously along important lines?

One important, much needed change is that we shift over from the teaching of more or less scattered and miscellaneous facts, and dry formulations of knowledge (now prevalent in many schools at least) to the plan of selecting a few important developing topics in each study. The subject matter of studies is to be reorganized around these main centres and sequences.

This presupposes that the inclinations and abilities of grammar grade children are equal to the thought mastery of these comprehensive topics.

We find these big organizing topics in history, literature, geography and applied science.

Many illustrations have been worked out as complete demonstrations of the educative value of these larger, richer topics of study, as "Irrigation in the West," "The Story of Columbus," "The Panama Canal," "Dickens' Christmas Carol," "The Merchant of Venice," "The Growth and Problems of New York City."

Such a topic worked out gives a real organization to knowledge and lays down a fundamental line of thought which may grow into habit, and serve as a basis for larger interpretations of later subjects.

The Rural Schools

Government Work on Behalf of Rural Schools

OFFICE OF THE SECRETARY
DEPARTMENT OF THE INTERIOR

RURAL education as an important national problem has had the attention of the Government the past three years as never before. With additional appropriations from Congress for investigation in this direction, the Bureau of Education, under Secretary Lane, of the Department of the Interior, has done an important pioneer work.

Fifty Government bulletins have been issued on many phases of rural education, with an aggregate issue of half a million copies. These bulletins have been distributed to States and local school officials primarily concerned with rural schools; they have been read and reproduced and utilized with the public and before legislatures until a number of the States have enacted into law many of the changes advocated and thousands of teachers and superintendents have been stimulated to a broader view of their school problems. A single Government bulletin on the consolidation of rural schools has been the chief factor in securing the establishment of over 200 consolidated schools in the State of Texas in the past two years, according to the Texas educational authorities. A bulletin describing the "county unit" of school administration has already resulted in the introduction of bills for a change in the form of administration in twelve States and actual legislation in four States.

The 20,000 letters received and answered during the past three years in the Division of Rural Education indicate at once the need for this work and the appreciation on the part of the public of the

Government's effort to help in the rural school problem. Officers of the Bureau of Education have given, on request, approximately 2000 lectures on rural education at national and State educational gatherings in the past three years.

In other ways the Government has taken a decisive leadership in the rural school campaign. The Bureau of Education organized two national conferences on teacher-training for rural schools and two conferences of State rural school supervision. Important legislation in Alabama and Texas was passed after conference with rural school officials of the Bureau of Education. A reading circle for rural teachers has been established in 42 States, in cooperation with the State departments of education. Officials of the Bureau have not only visited rural schools in the United States, in order to make available for all parts of the country the successful work done by individual schools; they have also investigated and reported on the rural schools of Denmark, Switzerland and the British Isles, in order that the American people might have at their command the benefit of the best the Old World could offer in rural education.

Mail Boxes for Rural Schools

IF every rural school situated on a rural free delivery route were supplied with a mail box, a number of distinct advantages to the school would result. Considerable difficulty is now experienced in getting to the schools the periodicals and general mail matter, owing to the lack of free mail delivery advantages which the homes of rural communities now enjoy, but which the schools in these communities are not taking advantage of.

In New York the State Department of Education has, through correspondence with the United States Department of Agriculture, received assurances that if a rural school situated on a rural mail route will provide a mail box, that the Post Master will forward mail to the school just as to a private residence, and that he will withhold the mail during holidays, Saturdays and vacations, when school is not in session.

There is, therefore, nothing in the way of providing this desirable facility with regard to mail for rural schools, and it is much to be desired that school boards provide mail boxes.

Hot Dishes for Children

UNITED STATES DEPARTMENT OF AGRICULTURE, FARMERS' BULLETIN NO. 712

THE following are economical and easily prepared bills of fare for the school lunch:

1. Vegetable-milk soup, crackers, rolls, fruit, plain cake.
2. Meat and vegetable stew, bread and butter, sweet chocolate.
3. Boiled custard, lettuce sandwiches, fruit cookies.
4. Dried codfish chowder, crackers, fruit, maple-sugar sandwiches.
5. Bean soup, crackers, baked apples, sponge cake.

In addition the school can serve hot cocoa, cooked fruits, berries, and liquid or other foods which it is difficult to carry in baskets. Almost any school by the use of paper cups can make good milk available to children at noon. The school can also place on sale good simple cookies, zweiback, or crackers supplied from the outside.

As the serving of an entire luncheon calls for considerable equipment and dish washing, many country schools will find it easier to supply simply one hot dish, a cup of cocoa, or a glass of good milk. The milk could easily be provided through arrangements with parents or nearby farmers and is particularly useful to children in warm weather when it is impracticable for them to bring bottles of milk in their baskets.

In the small country schools the midday

meal presents the most difficult problems. Only a teacher with ingenuity and enthusiasm for her work can carry out the plan, and even with such a teacher the active cooperation of parents is highly important.

The simplest equipment includes a large kettle, measuring cup and spoons, paring knife, mixing spoon, dish pans, and towels. The pupils should be willing to bring plates, cups, bowls and spoons from home. The boys and girls can easily make curtained shelves for the utensils. A fireless cooker, which permits the preparation of meat stews, meat and bean soups, and cereal mushes, can be made by the pupils.

The older girls, taking turns in groups, commonly prepare the special dish for the day. In good weather the luncheon can be served out of doors, but at other times it may be necessary to serve it on the children's desks. This will not be objectionable if the desks are first cleaned and covered with clean paper or paper towels, and if the building is well ventilated and screened against flies. Safe water for drinking, washing hands, cooking and washing dishes is essential, and any water that is at all doubtful should first be boiled.

THE TEACHER

She knows full well the verbs and nouns,
Can locate all the streams and towns,
And trace linguistic ups and downs—
And all for eighty dollars.

In mathematics, science, art,
And agriculture's busy mart,
She always takes the leading part—
And all for eighty dollars.

Her garb is always trim and neat,
Her shoes just fit her dainty feet,
Her wardrobe's always quite complete—
And all for eighty dollars.

She goes each year to summer school,
To learn the pedagogic rule,
And buys each latest book and tool—
And all for eighty dollars.

She gives her substance to the poor,
Receives the pleaders at her door,
And buys their tickets by the score—
And all for eighty dollars.

She teaches thirty girls and boys,
Smiles through their questions and their noise,
And never loses equipoise—
And all for eighty dollars.

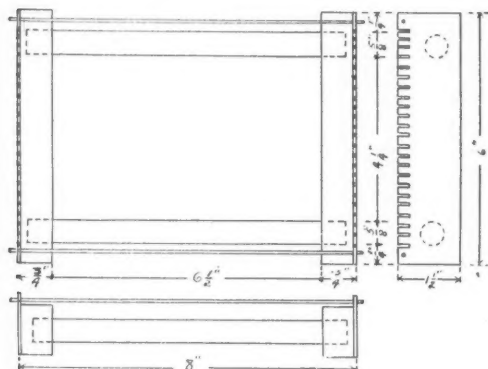
ANOTHER PRIMARY LOOM

BY R. H. JENKINS

HUMBOLDT STATE NORMAL SCHOOL, ARCATA, CAL.

MR. W. S. WRIGHT, Supervisor of Manual Training, San Diego, has in the April number of the Industrial Arts Magazine an excellent design of a loom for primary weaving. But for the need of machine equipment for the construction of these looms, nothing more need be written upon the subject. I wish, however, to offer a loom that can be made with very simple equipment.

One of the first aims of any Normal School is to fit the student for teaching in the country schools. It thus becomes the duty of the Normal School to plan its work to fit conditions under which the student must labor as a teacher. In many instances the districts will not be in position to buy expensive looms, valuable as they may seem, and thus weaving will be limited to card-



Plan of a Simple Loom

board looms or to nothing at all. The loom planned here is to meet conditions of this kind. The material is inexpensive, the construction the simplest, and the results altogether satisfactory.

Tools

The tools necessary to make this loom are: A plane, jack or smoothing; three saws, cross cut, rip, and hack saw; a brace and one 10/16-inch wood bit, and one 3/32-inch drill bit (though a nail may be used in the latter case), a pair of tin snips and a hammer. If there are no tools at school, most of these could be brought from home by the children.

Materials

Any soft or hard wood will do, that which doesn't split easily being the best:

- 2 ($\frac{3}{4}$ -inchx1 $\frac{1}{4}$ -inchx6-inch) ends.
- 2 ($\frac{5}{8}$ -inchx7 $\frac{3}{4}$ -inch doweling) sides.
- 2 (1 $\frac{1}{2}$ -inchx6-inch tin strips) combs.
- 2 (8- $\frac{1}{2}$ -inch knitting needles) side rods.
- 6 (No. 18, $\frac{3}{4}$ -inch brads) fastenings.

Method

Rip out and true up the two end pieces to the given size. Bore two 10/16-inch holes in the ends of each piece so that the edges of the holes will be $\frac{1}{2}$ -inch from the bottoms and $\frac{1}{4}$ -inch from the ends. The holes should not go entirely through, but only until the spur starts to appear. If the pieces are clamped in the vise as they are bored they will be much less apt to split. If there is no vise, the holes should be bored before the lengths are cut off.

Next take some 10/16-inch doweling and saw off two pieces 7 $\frac{3}{4}$ -inches long and fit them into the holes. Be sure that the doweling is a good grade and fits into the holes tightly. Cut out two pieces of tin 1 $\frac{1}{2}$ inches wide and 6 inches long. Place the two between two strips of waste board, having them even to one straight edge of the board. Clamp the whole in a vise, if one is available, otherwise nail the boards together at the ends beyond the strips. Mark off every quarter of an inch on the wood and square up crossing the tin. With a hack saw, saw notches $\frac{1}{4}$ -inch deep. Drill holes in line with the bottom of the notches $\frac{1}{8}$ -inch from the ends of the tins, making four holes in all. Nail these combs to the ends of the loom, insert the knitting needles and the loom is finished.

This loom is of course small but can be varied in size in two ways. The dowels, which need not be glued, can easily be removed and longer ones used. By making larger holes, wire can be used in place of the needles.

We find, however, this to be a very convenient size and the knitting needles cheap and nicely adapted to the use. The rugs

woven in this manner make a very good unit to use in sewing up a large rug of commercial size. Where the colors are well chosen, such a rug makes a most effective piece.

If larger looms are wanted the foregoing plans will work out nicely, by simply changing the dimensions. As many as four combs can be cut at once with a hack saw, and the

work can easily be done by a careful eighth grade boy. The cost ought not to be over five cents a loom. Scraps from the tinsmith can be gotten for merely the asking, and five cents' worth of doweling will make at least three looms. The ends can be gotten from almost any waste lumber. Knitting needles, too, are cheap, so that the whole problem is an inexpensive one.

SUMMARY OF PROCEEDINGS OF THE STATE BOARD OF EDUCATION

SEPTEMBER 25 TO 30, 1916

THE Committee on Special Subjects, to be known as the Vocational and Special Credential Committee, will be composed of Mrs. Ray, chairman, Dr. Stone and Mr. Whitmore. The Committee on Credentials will be composed of President Clarke, chairman, Mrs. Barnum and Mr. Harris.

Mr. L. E. Armstrong appeared before the Board to discuss the Literature Readers. He presented his reasons for the inclusion of the Merchant of Venice in the Eighth Literature Reader and expressed his willingness to substitute Julius Caesar therefor.

Bulletin 16 of the Bureau of Education, Department of the Interior, was referred to the commissioners of education for report as to the advisability of the Board of Education, going on record as favoring the county unit system.

Biennial reports were received from the Investment Committee of the Teachers' Retirement Salary Fund and the Publicity Committee. The report of the Committee on the Codification of the School Law was received and a bill of Mrs. Ray for \$17.50 incurred as a member of this committee was allowed.

The secretary read a decision from the Appellate Court of Los Angeles to the effect that the applications for preliminary certificates granted cadet teachers should be accompanied by the regular fee of \$2.00.

The following resolution was adopted:

Resolved, that where a candidate for graduation from a California normal school has had a reasonable amount of training in Music or in Drawing and where she has proven to the satisfaction of the president of said school her natural incapacity to meet the requirements of the State Board of Education in either of these subjects, she may be permitted to substitute therefor an equal number

of units of work in other subjects; and be it further

Resolved, that upon graduation of such a student the recommending authority of the normal school must clearly state in her written recommendations that music or drawing and painting is not included in her equipment.

The following resolution was adopted:

Resolved, that applicants for the State Board High School Credential, whose degrees were granted before 1895, must present evidence of recent teaching experience in institutions of high school grade or at least six units of advanced work of collegiate grade within five years preceding the date of application;

Resolved further, that all State Board High School Credentials granted hereafter to candidates who have not had twenty months of experience in teaching in the high schools of this state, be limited to expire two years from the date of issuance;

Resolved further, that all limited high school credentials granted in accordance with this resolution be printed upon heavy paper according to the form of the State High School Credential heretofore issued, with the following addition, to-wit: After the line "State Board High School Credential" insert the following, in smaller type: "Limited to expire———" (naming the date);

Resolved further, that all limited high school credentials be signed by the president and secretary of the State Board of Education.

The President announced the reappointment by the Governor of the following members of the State Board of Education: Mrs. Ray, Dr. Stone, Mr. DeMotte and Mr. Whitmore.

A resolution was adopted authorizing the University of California to certify to the preparation of candidates for special credentials.

A resolution was adopted authorizing the San Francisco State Normal School to cer-

tify to the preparation of candidates for special credentials.

142 Credentials in Special Subjects were granted; 5 cases postponed and 16 cases denied. 2 recommendations for Health and Development Certificates were granted outright and 2 were granted conditionally. 3 unlimited State Board High School Credentials were granted; 13 were granted to expire in two years; 17 were granted conditionally limited to expire in two years; 2 cases were postponed and 1 denied.

The Commissioner of Secondary Schools was instructed to add Blaisdell's Life and Health, published by Ginn & Co. to the authorized list of high school texts.

The consideration of the manuscripts in Civics was postponed until the March meeting.

The price of the new Sixth Reader was fixed at 20c per copy, F. O. B. Sacramento, or 30c postpaid; and the Secretary was authorized to fix the price of the Seventh Reader on the same basis.

A resolution was adopted instructing the State Printer to print 10,000 copies of Advanced Arithmetics; 25,000 copies of the new Primer, 25,000 copies of the new Sixth Reader, 25,000 copies of the new Introductory History and 215,000 Copybooks, 1 to 8.

The contest for texts on Language books

was declared closed. On these, bids were received from the following: Progressive Lessons in English, D. Appleton & Co.; Studies in English, Row, Peterson & Co.; Language Lessons and Grammar, The Bobbs Merrill Co.; McFadden Language Series, Rand, McNally & Co.; The Progressive Composition Lessons, Silver, Burdett & Co.

A Committee composed of Mr. DeMotte, Mr. Whitmore and the Secretary was appointed to prepare a budget for the coming biennium and present the same to the Board of Control, next meeting of Board, December 4, 1916.

Retirement Salary Business

The sum of \$210,000 was transferred from the Teachers' Retirement Salary Fund to pay retirement salaries for the fiscal year, 1917.

The retirement salary roll for the quarter ending September 30th was approved in the sum of \$46,940.71.

Refunds to exempt teachers amounting to \$276.20 were authorized.

A resolution was adopted adding 24 names to the retirement salary fund record at \$500 a year and for adding the names of 9 persons for disability, the salaries ranging from \$283.00 to \$416.66 per year.

COST OF SCHOOL MAINTENANCE

Per capita cost (based on average daily attendance) for maintenance of schools in ten largest California cities for the fiscal year 1915-1916. (Expenditures for sites, buildings, and furniture are not included in the following table). Statistics compiled by A. C. Barker, Superintendent of Schools, Oakland:

Cities	Kindergarten	Elementary	High School	All Schools
Pasadena	125.24	67.20	131.67	85.55
Long Beach	59.32	58.08	117.19	71.29
Sacramento	53.98	66.55	92.44	70.15
San Diego	34.09	59.59	110.89	69.13
Berkeley	51.42	63.00	96.61	69.03
Los Angeles	50.38	52.09	145.08	67.72
Stockton		52.96	117.59	61.91
Oakland	33.19	52.10	100.92	58.57
Fresno		43.45	103.73	51.67
San Francisco	33.75	45.16	74.36	47.87

Communications

Supervision of Study

"We not only have so-called supervision of study in the high school and intermediate schools, but we are proposing real supervision of study. The teachers are taking up several of the best books on the subject, studying them and meeting for report. We are also having original questions discussed with an idea of getting at plans and methods for teaching the boys and girls how to study. The most clever and effective plans are to be written up by the teachers and submitted to me for grading. The teacher receiving the highest grade is to receive a prize of \$10 and there are to be 11 other prizes to be awarded. So far as I know, we are the only town that has a 70-minute period in high school. We have five 70-minute periods, each divided, so that at least 35 minutes are devoted to study. The 35-minute recitation may be used by the teachers for supervising study rather than holding recitation.

G. VERNON BENNETT.

Superintendent of Pomona Schools.

Standardization of Schoolhouse Design and Construction

In the United States over one hundred millions of dollars are spent each year for new school buildings, the plans of which have been chiefly selected on the basis of the personal preference of architects, educators and members of school boards, rather than from fitness and economy of arrangement ascertained by the application of tests. Up to the present time no data have been collected for establishing national standards by which to judge the skill that has been exercised in working up the plan or to check the plan as to economy of erection. This has caused great variation in the plans of school buildings of the same type and number of rooms and probably leads to a great waste of public money.

A study of published plans show many of these variations to be of primary importance in school house design; and results obtained by investigations into the cost of school buildings (such as the investigation of the Cleveland Board of Survey) show an

apparent waste of public money. Any comparison of a number of school buildings of the same type, the same number of rooms and the same general construction, exposed unwarranted difference in their cost. The situation therefore demands an investigation to determine whether the money appropriated is being spent to best advantage, and how to eliminate waste. The investigation should also furnish data by means of which officials and committees could judge the economy and suitability of plans for school buildings when submitted to them.

The Department of School Administration of the National Education Association considered this situation at the New York Convention (July, 1916) and appointed a committee to investigate the subject of school architecture. The Committee included Frank Irving Cooper, Architect, Boston, Chairman; Mr. S. A. Challman, Commissioner of School Buildings, of Minnesota; Supt. C. E. Chadsey, of Detroit; Dr. Lewis M. Terman, Professor of Education, Stanford University; and Dr. Leonard P. Ayres, Director Department of Education, Russell Sage Foundation.

The immediate business of the committee will be an endeavor to determine a definite basis for its work and may be separated into three divisions. First: To select from the standards for details in construction pertaining to school architecture those which have been already determined upon by the various states and which are in general use by various trade organizations. Second: To select from standard details those usually accepted by educational authorities. Third: To fix standards of school planning.

The first and second parts of this work call for correspondence with authorities on existing standards and it is hoped that school boards and school officials will furnish the committee with such information as may be called for from time to time, and also furnish opportunities for investigation by the committee or its representatives. The third part means original research, analyzing the architectural plans of floor arrangements of school buildings, to determine relative areas set apart for different uses and to form such scientific standards as may be applied by persons unskilled in the intricacies of the architectural profession, in order

to enable them to test plans submitted to them.

Plans and cost sheets of buildings already erected will afford a basis for study which will be very much appreciated. Facts about particular school buildings will not be published. General findings only will become public property for the use of all who have to do with the school buildings of the United States.

LEWIS M. TERMAN,
Stanford University.

A Valuable Teachers' Meeting

Dear Mr. Chamberlain:

I am complying with your request for a statement regarding our plan of discussing amongst the members of the Faculty, the work of the State Teachers' Association, Southern Section. The plan briefly is this:

For several years now I have notified all of our teachers previous to our County Institute and meeting of the Southern Section, C. T. A., that there would, on Monday evening next following the Institute and Association, be a meeting of the teachers of the Santa Ana Schools.

The notices state the purpose of this meeting to be to hear the reports covering the best educational thought gained from teachers at the Institute and Association. Having in mind beforehand that the results of the meeting are to be canvassed, our teachers are particularly anxious to hear the very best things given from the platform, and are naturally alert to remember the very best ideas. The plan of these reports is varied from time to time. Sometimes the heads of departments in the High School make the reports; at other times, Principals in Grammar Schools, or, again, each teacher in the force may be asked to give very brief reports so far as time permits.

It is easy to understand that a conference of this kind would be productive of the most worth while results. Teachers, of course, will not be a unit in every instance in agreeing upon the best subjects. Some will think one speaker was most effective and helpful, while others will select another speaker. It frequently happens that a teacher who is not in accord with or disagrees with a speaker, may show through her report, that she has misunderstood the speak-

er's point of view as brought out by some of her associates.

Much freedom, of course, is exercised in these conferences and in making reports. Ideas are developed as to what is most worth while in a meeting of this kind and suggestions offered as to subjects that should be taken up at a succeeding institute or association meeting. All in all, this is by far the most interesting and thought-provoking general teachers' meeting we have during the entire school year. It focuses attention upon the really worth while and big things at our larger meetings, gives us all a point of view as to what most nearly meets the needs of the rank and file, and furnishes an opportunity for each one of our own teachers to hear a recapitulation of excellent addresses and to get the viewpoint of his fellows.

J. A. CRANSTON,
Supt. City Schools, Santa Ana.

The Teacher and the Stammerer

Stammering is induced by stuttering—repeating words or syllables, by hearing stammering, by imitating it, by fright, injury, illness, etc. The teacher should reduce these causes to a minimum. Her chief responsibility is for the spread of the disorder by imitation and association in the school; and she can clear herself of all that responsibility by prohibiting stammering within her jurisdiction. If it is not heard it will not be imitated, neither will association spread it. The stammering child may read aloud in concert, he may recite in concert, he may write, he may make signs, he may remain silent; but he should not stammer.

Stammering disappears if it is not indulged in. The time required for its disappearance through mere non-indulgence is short at the inception of the disorder, but very long in adult life; therefore, the prohibition of the habit can not begin too soon. The approximately ten years of schooling is sufficient for the recovery of even severe cases at entrance age. The teacher has no excuse for not assisting the stammering child to recover by this means. No money is involved, no trouble, no extra help; moreover, the means is necessitated by the interest of the non-stammering children.

The articulatory and breathing exercises generally practiced for the remedy of stam-

mering can not safely be used; for they are under severe indictment as being injurious by many investigators and by no less an authority than Dr. Albert Liebmann of Berlin, who shows the harm done by them in the German schools, in which they are unfortunately extensively introduced.

ERNEST TOMPKINS,
Los Angeles, Cal.

Cheap Money for Schools

The Federal government has in its postal savings department about 100,000,000. The postoffice officials at Washington tell us this amount would have easily been twice as much if the limitations to deposits had been removed. This money is being loaned at two and one-half per cent on "bonds secured by the taxing power." School bonds are thus secured and are being accepted as full security for loans from this postal fund, but only from "banks, insurance companies and trust companies doing a banking business." Why not give the schools the full benefit of borrowing this money direct?

All over California, school districts, to get cheap money, five percent, are issuing forty year bonds. Suppose your district issued its bonds as these districts have done at five per cent for forty years. You get the money from the Federal government at two and one-half per cent. You do as these other districts are doing—collect five per cent, you pay the government two and one-half per cent, and put the saving, two and one-half per cent in the bank at the going local rate of interest, five per cent, compounded. When your bonds become due you will have cash on hand from your savings three times the face of the bonds. In other words, if you will give the schools the benefit of existing laws, and use banking judgment with your savings, every school district in the nation can buy all the land needed, erect all the buildings needed, have the very best equipped play grounds and gardens without costing any one a cent.

I have carried on this fight alone for years. I made a trip to Washington. I interviewed over half the State Superintendents as well as many city and county superintendents. All are favorable, but everybody's business is nobody's business. Organized activity is required if we want this great benefit for the children.

Note: Mr. Murray, 2704 Dana street, Berkeley, was at one time State Superintendent of Schools in Colorado. Three years ago Mr. Lane, Secretary of Interior, had him visit the Indian schools. Later Dr. Claxton, National Commissioner of Education, commissioned him to look into the elementary schools of Europe. Returning home, Mr. Murray wrote a book, "Our Public Schools the Nation's Bulwark," which could be read with profit by teacher, school official and taxpayer. The price of the book is \$1.00.

JOHN F. MURRAY,
Berkeley, Cal.

Letter to County School Officials

Any school district which needs to expend more than \$200 in the aggregate during any school year, "for materials or supplies to be furnished," or "for work to be done," must advertise for bids and let contracts as directed by section 1617, twentieth, of the Political Code of the State of California.

Requisitions drawn in payment for such expenditures will not be approved by the County Superintendent of Schools until that officer knows that such expenditures were incurred legally.

Clerks of school districts which will not need to expend \$200 during the current school year for materials or supplies or for work, will certify such fact on requisitions drawn in payment for such expenditures.

Clerks of school districts which will expend more than \$200 during the school year for materials or supplies, or for work, will certify such fact on requisitions drawn in payment for materials or supplies, or for work.

Section 1617, twentieth, does not apply to employment of superintendents, principals, teachers, and other employees of the school, because their employment is provided for in 1617, seventh. It does apply to every other kind of "work to be done;" as for example—to the construction of buildings, to the grading of school grounds, to the installation of pumping plants, to the excavation for and to the construction of cesspools and sewage disposal plants, and to all similar work which does not need to be done from day to day throughout each school year as a part of the regular work of maintaining the school.

MARK KEPPEL,
County Superintendent of Schools.

CALIFORNIA TEACHERS' ASSOCIATION, NORTHERN SECTION MEETING

ARTHUR H. CHAMBERLAIN

THE annual meeting of this section at Marysville, October 31 to November 3, was, in the opinion of many, the best meeting ever held in that section of California. Participating in the Association, were the counties of Butte, Colusa, Glenn, Sutter, Tehama and Yuba. The general topic for discussion was "The Expanding Opportunity of the Teacher." Edward W. Locher, Principal High School, Maxwell, President; Miss Mamie B. Lang, Superintendent Tehama county, Vice President; H. G. Rawlins, Willows, Secretary; J. D. Sweeney, Red Bluff, Treasurer; with the other members of the Executive Committee, and with the advice and assistance of the County Superintendents of Schools, prepared the program.

Preceding the Association meetings, Butte county, under Superintendent Pearle Rutherford, held a local institute at Marysville. There were addresses by Superintendent Hyatt, Mrs. May Dexter Henshall, Miss Lillian Merryman and others. A session of the Colusa county teachers, under Superintendent Miss Pearle Sanderson, was held at Colusa. Glenn and Tehama counties held local institutes, and the teachers of other counties visited local institutes.

GENERAL SESSIONS

The general sessions of the Association were held in Marysville Theatre. Dr. George F. James, Dean of the Department of Education, University of Nevada, appeared twice upon the program with the subjects, "A Voice from the East," in which the work of Rabindranath Tagore was featured, and "The Essence of Culture." Dr. James is not only inspirational but he brings to the teachers material which may be used directly in the work of the schools. He was received with marked enthusiasm.

Dean David P. Barrows, University of California, is a thorough student of the Mexican situation, and he brought before the teachers a clear picture of the Mexican revolution and the conflict between

Villa and Carranza. He spoke as well upon the situation in Europe in connection with politics and the great war. Dr. Elwood P. Cubberley, of Stanford University, through his extensive knowledge of educational affairs, not only in this but in foreign countries, showed why education in America is difficult and pointed out that one of our great problems today is that of the country school and country life. He emphasized particularly the value of the County Unit in administration.

Hon. Edward Hyatt, in his usual cordial manner, gave one of the opening addresses of the session, setting forth some of the large problems confronting us. The work of the Council of Education, and an outline of proposed legislation was given by the President of the Council, E. Morris Cox. The Needs of Visual Education, and how they are being met by the University of California, was ably presented by Professor Wallace Hatch of the University. Arthur H. Chamberlain, Secretary of the Council of Education, showed the necessity for thrift instruction in the schools.

The entertainment and educational features were combined in a program of ceremonial songs and dances and legends of the Zuni Indians, presented by Miss Xahrah E. Preble. Miss Preble showed herself thoroughly at home in this work. Ralph Parlette, in his lecture, "The University of Hard Knocks," with his humor and philosophy, ably demonstrated that pedagogy can be presented in a most entertaining fashion. His illustrations were timely and his points telling. One evening's entertainment was given over to a recital by Professor Harry K. Bassett of Berkeley on James Whitcomb Riley and Eugene Field, and a lecture on "The Historic St. Lawrence and the Mountains and Glaciers of Western Canada," with stereopticon illustrations by Arthur H. Chamberlain. In his interpretations of the writings of Riley and Field, Mr. Bassett showed insight and skill.

The music throughout the sessions was of extraordinary quality. The programs were interspersed with vocal and instrumental numbers. Some of those participating were Mr. William Wright, of Marysville; Miss Lotta Harris, of Oroville; Miss Amy Holman, Berkeley; Mr. E. Healey, San Francisco; Mrs. Hamilton, Chico; Mr. H. Weissman, Willows; Mrs. George Clark, Maxwell; Mrs. George Schneider, Marysville; Mr. Harry Wembridge, Berkeley; Miss Richardson, Yuba City; Miss Irma Brockman, Marysville. There were classic dances by Miss Helen Whitney, numbers by the girls of the Marysville High School, Folk dances and Primary songs by the Primary children, and songs by the Seventh and Eighth Grade classes of Marysville.

COUNTY BOARD MEETING

The County Boards of Education of the various counties participating, held a most valuable session, presided over by L. P. Farris, President of the Sutter County Board of Education. There were two chief topics discussed: The Problem of Committee work in the Board and the organization of the County Board. Several speakers brought out the fact that what with the making of examination questions, the grading of papers of eighth grade pupils, the drafting of courses of study, and other routine and detail matters, too much is expected of Board members. Where distances between the homes of Board members and the county seat are great, and where train service is poor, much time is consumed in travel and little can be accomplished unless work is taken home.

The possibilities of the reorganized Board, under County Charters, was brought out. Mr. Cox and Mr. Chamberlain took part in these discussions.

SECTION MEETINGS

The Elementary Section, presided over by S. P. Robbins, of Chico, presented a program of unusual interest, and participated in by Commissioner Margaret S. McNaught, Miss Lura S. Oak, Mrs. Lois Coffey-Mossman, Doctors James and Cubberley and Professor Bassett. C. C. Childress, as Chairman of the High School Section, presented as speakers on the topic of Military Training in the

High School, Mr. Irving Passmore, Principal High School, Chico; N. S. Yoder, Principal High School, Princeton; W. A. Doron, Principal High School, Williams. Commercial work was considered by R. McMasters, Principal High School, Orland; Geo. F. Conrad, Principal High School, Red Bluff; Miss Luella Armistage, High School, Marysville. The session on High School Athletics was most beneficial and was participated in by Mr. R. M. Scott, Sutter High School; J. B. Hughes, Principal Oroville High School; S. L. Brown, Principal High School, Corning. Legislation affecting High Schools, with reference to Normal School admission requirements, was discussed by Commissioner E. R. Snyder, President Allison Ware of Chico Normal, Mr. E. Morris Cox.

The banquet of the Schoolmasters Club of the Northern Section was more than an ordinary affair. S. M. Chaney, Superintendent of Glenn county, and President of the Club, made an admirable presiding officer, introducing as speakers, Messrs. S. P. Robbins, Dr. Cubberley, Principal C. J. Lathrop of the High School at Willows, Harr Wagner of San Francisco, President Ware, Messrs. Chamberlain and Bassett. Mr. A. J. Waterhouse and Mr. Ashley Turner, rival editors at Marysville, were a host in themselves. As after dinner speakers and as humorists, they certainly held the center of the stage. Speeches were made by the newly elected officers as follows: W. A. Doron, President; C. K. Studley, Chico Normal, Vice President; E. W. Locher, Secretary; Richard Sisk, Chico, Treasurer. Music was furnished by Miss Harris and Mr. Wright.

CONSTITUTION OF SECTION AMENDED

Amendments to the Constitution were made as follows: Section 3 reads, "Officers of this Association shall be a President, a Vice President, a Secretary, a Treasurer and an Executive Committee. The secretary may appoint one or more assistants." To which was added, "The secretary shall be given an honorarium of \$60.00 a year in recognition of services. This amendment shall take effect immediately, and shall apply to the present school year, 1916."

Another portion of Section 3, providing for an Executive Committee of five, consisting of the outgoing president, the incoming president, the incoming secretary and two others appointed by the incoming president, was amended to read as follows: "The Executive Committee shall consist of the outgoing President, the incoming President, the outgoing Secretary, the incoming Secretary, and the County Superintendent of Schools in each county holding its institute in conjunction with the Central Body."

Through resolution the Executive Committee of the Northern Section voted unanimously for a return at the present meeting, to the former plan of dividing the \$1.00 membership fee so that 25c is retained in the treasury of the section, and 75c is turned over to the Federal Council.

The officers of the Association elected for the coming year are: President, S. P. Robbins, Principal Oakdale Grammar School, Chico; Vice President, Miss Lizzie Vagades, Superintendent of Schools, Sutter county; Secretary, Mrs. Mannie O'Neill, Assistant Superintendent of Schools, Sacramento. J. D. Sweeney of Red Bluff, was re-elected Treasurer. E. W. Locher, Principal of the High School, Maxwell, and H. P. Short, City Superintendent of Oroville, were elected members of the Federal Council. If the membership permits, C. C. Childress, Principal of the High School, Willows, will serve as a member of the Council.

Sacramento was chosen for the 1917 meeting of the Association. At the final business session, a preferential vote was taken as to the time of meeting, this, in order that the Executive Committee might have the voice of the convention in determining upon the time. There was a unanimous voice favoring the latter part of October or early in November.

SCHOOL BOOK DISPLAYS

A large display room was set aside for the use of Publishing Houses, many of which took advantage of the opportunity. The teachers of the section were very largely benefited by being able to view at first hand some of the newer publications in the various lines. Ginn & Company was represented by F. A. Rice;

Educational Publishing Company, C. W. Beers; Houghton Mifflin Company, O. H. Baxter; Macmillan Company, John Beers; Metropolitan Textbook Company, Miss Catherine Miller; Milton Bradley Company, Stewart M. Law and Miss E. M. Willis; Rand McNally & Company, A. A. Belford; Chas. Scribner's Sons, W. O. Baker; Silver Burdett & Company, W. G. Hartranft and J. S. Osborne.

Among those who contributed to the success of the meeting, particular credit is due President Locher, Miss Jennie Malaley, who served so efficiently in arranging local matters, the Western Hotel, where the Headquarters were maintained, and the teachers and citizens of Marysville.

RESOLUTIONS

The Resolutions Committee, with President Allison Ware as Chairman, presented, through Superintendent Chas. H. Camper of Chico, a number of resolutions. Appreciation was expressed to the people of Chico, to Miss Jennie Malaley, Superintendent of Yuba county, the Chamber of Commerce, the Local Committees, and to those who contributed musical and entertainment numbers, and to the President, Secretary, and other officers of the Association.

The Council of Education was petitioned to consider the organization of County Board and Committee work and to seek such changes in the school law as to permit the State Board of Education to prescribe a uniform course of study and take over the certification of all teachers in the state.

The Association affirmed "its faith in public education as the true and permanent basis of individual and national preparedness; that it recognizes as the first duty of the schools, the training of men and women fit to discharge all the demands of good citizenship, and that it pledge itself to the practical realization of this ideal through every means at its command." Recognition was further accorded "the expanding opportunity of the teacher in the wider service of the modern school, and that we seek first in this service, to do well the work that has proved its worth to mankind by the test of use and common need."

There was condemned the practice of publishing by any paper of compositions "such as have been appearing in certain newspapers in California, bearing upon the subject of prohibition, and purporting to have been written by pupils of the public schools, such reputed compositions being directly contrary to the teaching inculcated by the teachers comprising this Association."

"It is the belief of this Association that the State University is not justified in setting any standards of accrediting or admission which shall prevent the graduates of any high school of California receiving state aid from matriculating in the University without examination unless the University shall submit to the principal of such high school a formal report showing that such student or students have been refused admission on the ground of inadequate preparation or weakness of instruction, as evidenced by the actual examination conducted by the University through its ordinary method of visitation."

Recommendation was made that the Federal Council of Education amend its By-Laws so that the outgoing president of a section shall be a member of the council; that the council take steps to seek an amendment to the law so that counties within a given geographical sec-

tion, but not lying contiguous, may participate in joint institutes.

The work of the Council of Education was heartily endorsed, and the following matters of proposed legislation on the part of the Council approved:

(a) Simplification of the method of recording school attendance.

(b) An increase in the apportionment of state funds for elementary and high schools and junior colleges.

(c) A provision for a direct tax for school buildings and grounds.

(d) The simplification of high school district organization.

(e) A more adequate provision for rural school supervision.

(f) The proper codification of the school law.

(g) The extension of visual education.

(h) The cooperation and coordination of school libraries in rural schools with the county libraries.

(i) The careful study of and advance toward stability in teachers tenure.

(j) The provision for proper education of immigrants.

(k) Provisions whereby beginning teachers may secure their beginning experience under competent supervision.

And, Resolved that we instruct our representatives in the Council to support the principles enunciated in this resolution.

President A. E. Wilson of the California Teachers' Association, Southern Section, has issued a list of speakers engaged for the convention at Los Angeles, December 18-22. The list is a notable one and includes: Hon. Calvin N. Kendall, Commissioner of Education, Trenton, N. J.; Dr. E. B. Bryan, President Colgate College, Hamilton, N. Y.; Prof. Peter U. Dykema, University of Wisconsin, Madison, Wis.; Prof. Harry Kendall Bassett, Berkeley, Cal.; Prof. Thomas H. Briggs, Teachers College, Columbia University, New York City; Miss Theda Geldemeister, State Normal School, Winona, Minn.; Mrs. Cora Wilson Stewart, Frankfort, Ky.; Miss Ella V. Dobbs, State University, Columbia, Mo.; Prof. Paul Shorey, University of Chicago, Chicago, Ill.; Dean Thomas Forsyth Hunt, University of California, Berkeley, Cal.; Dean Leon J. Richardson, University of California, Berkeley, Cal.; Miss Gail Harrison, 760 East California Street, Pasadena.

He Was Given a Job

A small boy entered an office in New York the other day, very early in the morning, when the merchant was reading the paper. The latter glanced up and went on reading. After three minutes the boy said:

"Excuse me, but I'm in a hurry."

"What do you want?" he was asked.

"A job."

"You do? Well," snorted the man of business, "why are you in such a hurry?"

"Got to hurry" replied the boy. "I left school yesterday to go to work, and haven't struck anything yet. I can't waste time. If you've got nothing for me, say so, and I'll look elsewhere."

"When can you come?" asked the surprised merchant.

"Don't have to come," he was told. "I'm here now, and would have been to work before this if you'd said so."—Exchange.

CURRENT EDUCATIONAL WRITING

What the Magazines are Telling Their Readers

Benefits From Organization

Editorial, Oregon Teachers Monthly, September.

The reorganization of the California Teachers' Association as recorded by A. H. Chamberlain in the June issue of the *Sierra Educational News* is an interesting example of a movement, felt in our own state a year ago, and which is really nation-wide—a movement toward the closer union of teachers and all organizations of teachers. Present-day conditions, both political and economic, are so highly organized that reforms are obtained, in practically all cases, only by the strength obtained from numbers. Teachers have been about the last people to realize this but now, however, are intelligently interested in it. This interest need not be, should not be, for selfish purposes, but rather for the betterment of education, and effective work can be done in many ways where there is some semblance of unity among the teachers concerned. In one matter of legislation for example, if some special interest (stock raising, fishing, horticulture, lumber, etc.) is involved, everyone expects those immediately affected to be interested, and not only interested but active either in support of or opposition to the proposed law. Is this so with educational legislation or does the brunt of all of that fall upon the very few? How many teachers are "too busy" to inform themselves about the things they are most vitally interested in? How many are thoroughly conversant with the laws pertaining to education passed by the last legislature and those which the State Department desires to have passed at the next? How many have put forth any effort toward having the length of the school year increased, toward securing a wider application of the supervisor law, toward the standardization of high schools and their public support? How many have thoroughly investigated the County Unit Plan of school organization and the advisability of applying it to Oregon? Let us make the closer organization of Oregon's teachers in the new State Teachers' Association stand for something—stand for united effort for progress.

Where the World's Ships Coal

George Harding

Harpers Magazine for June

There are about one hundred and forty coaling-ports scattered over the seven seas, from Panama, lying in strategic position at the canal entrance, to the remote South Sea Island port of Apia, but there are none so essential to shipping, and none so celebrated on all the water-fronts of the world, as Gibraltar, Port Said, Colombo, Singapore, and Nagasaki, on the main trade route to the Orient. For ships London bound on the long, eleven-thousand-mile voyage from the Far East, necessary stops are regularly made at these ports by both cross-sea liners and plodding cargo-carriers. Port Said was unheard of, and Nagasaki was unvisited by the seafaring men of the full-rigger age, for trade routes and ships have changed since the tea-clipper left Whampoa and made London without calling at a port. The present-day mail-steamer, making eighteen knots an hour, is unable to carry sufficient coal for eleven-thousand-mile passage without renewing the supply in way ports; and the modern tramp steamer, built to carry as much cargo as can be stowed, and barely enough coal to drive the engines from one coaling-port to the next, is in the same predicament. Huge supplies of coal are kept in all these ports for the needs of arriving shipping. At Port Said, for instance, a million tons of coal are landed each year from colliers which daily arrive from England to supply the shipping which passes through the Suez Canal.

Wherever there is a coaling-port, there the trade routes gather. On the "Track Chart for Full-powered Steam Vessels," published by the Hydrographic Office, Washington, the trade routes which cross the great expanse of the Pacific radiate in all directions, like the spokes of a gigantic wheel, from each of the island ports of Honolulu, of Apia, and of Tahiti. Shoreward they are directed to San Francisco, to Panama, and to Valparaiso; and on the Asiatic side of the Pacific all routes lead to Nagasaki in the north, and to Sydney in the south. Similarly, in the South Atlantic Ocean there are established, for the use of steamers plying the routes

of those waters, coaling-stations of large importance at the otherwise remote ports of Santa Cruz de Teneriffe, at the Cape Verde Islands, at Ascension Island, and at St. Helena, all of them island ports lying well away from the African coast. Teneriffe is a regular coaling-port on the route to all African ports from the Ivory Coast to Cape Town; and the Cape Verde Islands—where four thousand steamers call for coal in a single year—are on the main route from the English Channel to the ports of South America. These ports are on the cross-sea highways of the world's commerce; from them stretch the by-paths and to them come the coastwise routes.

Court Rules Against Chicago Teachers

The right of Chicago teachers to organize, was upheld by appellate court in a recent decision sustaining the ruling of the lower court against the Loeb rule. The decision, which followed a long fight against the Teachers' Federation led by J. M. Loeb, now president of the Board, affected some 7000 teachers. The court held that any rule which the board might pass hereafter, restricting the employment of teachers to any particular societies or unions, would be void. It followed that a rule which restricted employment to non-members of such societies would also be void. The case was carried to the supreme court for final disposition.

The Elementary Teacher for November, reports the Chicago Daily Tribune as follows:

The Board of Education refused to return to the system sixty-seven teachers dropped in June. The schools opened in September with new teachers taking their places.

Every effort was made by the minority to get members of the other faction to change their attitude. The lineup was practically the same, however, as on June 27 when the teachers were dropped.

Max Loeb began the discussion. He presented a resolution asking that the sixty-seven teachers (one of the sixty-eight has died) dropped in June be re-elected if their efficiency marks were superior, excellent, good or fair. If their marks were below fair the resolution provided that the matter go back to the superintendent for another report to the Board. The resolution lost with nine votes in favor, two against,

and eight trustees not voting. Eleven votes were necessary for passage.

There will be a meeting of the board of directors of the teachers' federation to consider what action shall be taken in regard to the teachers dropped by the Board.

"We shall raise a fund to pay the salaries of the teachers dropped," said Miss Margaret Haley, business representative of the Teachers' Federation. "The salary of each teacher will be paid in full. In return she will be asked to do a little lobbying at Springfield for the passage of a bill insuring other teachers of a permanent position and making it impossible to remove a teacher without a public trial by a committee of the school board."

"The Board has declared a lockout against the teachers," said Mrs. Ida L. M. Fursman, president of the federation. "But the teachers will not suffer financially. The federation will pay the salaries during the time of the lockout."

The Council of Education Active

Wisconsin Journal of Education, October

Under date of September 26, the Council of Education of the State Teachers' Association issued a circular on the subject of domestic science in the one-room district school, which has been sent out generally to members of the Association.

Many practical suggestions are offered to aid the rural teachers. Speaking of sewing, the report says, "aim to teach the practical things, those that can be put to immediate use in the home rather than fancy things which may be more showy but less useful."

In the cooking work the practicability and the necessity of the warm noon lunch are emphasized. It is pointed out that no extensive or expensive equipment is necessary for this work and the school entertainment can bring in sufficient funds to meet the expense of an ordinary oil stove, a few dishes, a cupboard, a kitchen table, and some cooking utensils. Nourishing dishes which can be prepared at a very small cost are suggested. "The introduction and success of the warm lunch," says the report, "depends upon the willingness of the teacher to assume this added responsibility."

The California Development Board will hold its third quarterly meeting at San Bernardino, November 24-25.

Educational Directory

In addition to the list of State School Officers, members of the Council and Council Committees, we are publishing this month a list of Teachers' Organizations in so far as we have been able to secure data. Each city superintendent was asked to send a list of such organizations. Then in order to verify this list, we wrote the organizations whose names were given us by the superintendents. We have also, wherever data could be secured, endeavored to state briefly the aims of the organization and what has been accomplished.

As there has been a demand on the part of many people in the state for just such a directory, we would request that wherever this information has been given incorrectly, the officers of the association should write us that correction may be made. We would also ask that the officers of other organizations not listed herein, write us at once, sending such printed matter regarding the organization as they may have on hand. (Editor).

CALIFORNIA TEACHERS' ASSOCIATION

E. Morris Cox, Assistant Superintendent of Schools, Oakland, President; Arthur H. Chamberlain, Executive Secretary.

CALIFORNIA TEACHERS' ASSOCIATION

Bay Section:

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Miss Annie Woodall, President, Longfellow School, Berkeley.

Organized September, 1906. Initiators of Teachers' Retirement and Salary Discount bills. Benefit and civic sections doing splendid work.

BUTTE COUNTY SCHOOLMASTERS' CLUB

Chas. H. Camper, Chico, President; W. E. Steiner, Secretary and Treasurer.

CALIFORNIA ASSOCIATION OF APPLIED ARTS AND SCIENCES

W. G. Hummel, University of California, President.

CALIFORNIA CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS

Mrs. H. N. Rowell, President, 3158 College Avenue, Berkeley; Mrs. J. D. Taylor, First Vice President, Los Angeles; Mrs. Lewis B. Avery, Recording Secretary, 29 Westall Avenue, Oakland.

CALIFORNIA FEDERATION OF SCHOOL WOMENS' CLUBS

Ethelind M. Bonney, 1213 South California Street, Stockton, President; Julia A. Donovan, Sacramento, Vice President; Alma Simon, 205 West Fremont Street, Stockton, Secretary; Louise Bray, San Francisco, Treasurer.

Organized in 1903 for promotion of professional spirit; for acquaintance and fellowship; and for uplift of the cause of education and educational workers.

CALIFORNIA HIGH SCHOOL PRINCIPALS' CONVENTION

Hon. Will C. Wood, Commissioner of Secondary Schools, President; T. L. Brecheen, Principal High School, Ceres, Secretary.

CALIFORNIA HIGH SCHOOL TEACHERS' ASSOCIATION

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CALIFORNIA STATE ASSOCIATION OF PENMANSHIP SUPERVISORS

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CITY TEACHERS' CLUB OF LONG BEACH

Mattie Paine, 1370 East First Street, Long Beach, President.

CLASSICAL ASSOCIATION OF SOUTHERN CALIFORNIA

Walter A. Edwards, Los Angeles Junior College, President; Miss Bertha Green, Hollywood High School, Secretary-Treasurer.

Organized twenty-one years ago; composed of Latin and Greek teachers of Southern California. In July, 1916, it combined with other classical associations to form what is now known as the Classical Association of the Pacific States, this branch being the Southern Section.

COUNTY AND CITY SUPERINTENDENTS' CONVENTION

Hon. Edward Hyatt, Superintendent of Public Instruction, President; Miss Perle Sanderson, Superintendent Colusa County Schools, Colusa, Secretary.

COUNTY FREE LIBRARY

J. L. Ghills, State Librarian, Sacramento; Mrs. May Dexter Henshall, County Library Organizer, Sacramento.

FRESNO SCHOOLWOMENS' CLUB

Ida M. Bacon, Fresno, President; Mabel L. Guinn, Emerson School, Fresno, Secretary. Meet for dinner once a month. After dinner there is a short business meeting, followed by a speech, dramatic reading or music.

GRADE TEACHERS' ASSOCIATION OF BERKELEY

Lillian E. Talbert, Emerson School, President; May L. Wade, 2400 Durant avenue, Berkeley, Corresponding Secretary.

Membership includes over 85% of Berkeley teachers. Interested in civic work. Promotes showing of lantern slides in schools to arouse interest in City Beautiful movement. Has committees at work on grade teachers problems.

GRADE SCHOOL PRINCIPALS' ASSOCIATION OF LOS ANGELES COUNTY

George Hetzel, Pasadena, President; M. W. Chandler, Glendale, Secretary.

GRAMMAR SCHOOL PRINCIPALS' ASSOCIATION, CENTRAL SECTION

F. M. Lane, Fresno, President; J. E. Rodman, Fresno, Secretary.

Organized for the purpose of promoting the general interests of the grammar schools, through legislation, etc.

INTERMEDIATE TEACHERS CLUB

Miss Eleanor Martin, Pomona, President; Ira W. Kibbey, 544 Pasadena Avenue, Pomona, Secretary.

KATE KENNEDY CLUB OF SAN FRANCISCO

Miss Louise Bray, 1335 Vallejo Street, San Francisco, President.

LOS ANGELES CITY TEACHERS' CLUB

Alice L. Merrill, 130½ Wilmer Street, Los Angeles, President; Louise Curtaln, 937 Francisco Street, Los Angeles, Corresponding Secretary.

Largest Teachers Club in the State; cultivates a closer spirit of sympathy among teachers; looks toward raising standards in the profession; creates a representative body to speak with authority for teachers and brings to the community a sense of the meaning and dignity of the school. Develops professional sense in teachers through public lectures, study classes, etc.

LOS ANGELES COUNTY SUPERVISORY ASSOCIATION

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LOS ANGELES HIGH SCHOOL TEACHERS' ASSOCIATION

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MANUAL ARTS TEACHERS' ASSOCIATION OF SOUTHERN CALIFORNIA

B. F. Sanford, Hollywood High School, Los Angeles, President; F. C. Bodine, 725 East Walnut Street, Pasadena, Secretary.

To broaden and make more effective their work in the schools, this organization meets during the year. Visits to industrial plants are made to keep in touch with the world's work. The plan is to better fit the schools to the people's needs.

MODERN LANGUAGE ASSOCIATION OF SOUTHERN CALIFORNIA

Lawrence M. Riddle, University of Southern California, President; Carleton Ames Wheeler, Hollywood High School, Los Angeles, Secretary.

NATIONAL COUNCIL OF GEOGRAPHY TEACHERS, CALIFORNIA DIVISION

James F. Chamberlain, State Normal School, Los Angeles, President.
Bay Section: Earl G. Linsley, Mills College, President.

OAKLAND TEACHERS' ASSOCIATION

B. F. Allison, 657 Vernon Street, Oakland; Miss Edith Hirsch, 3138 Market Street, Oakland, Secretary.

The aim of this association is a higher professional standard to be attained by co-operation and study. The various sections are the Sick Benefit, Music, The Men Teachers' Club, the Principals' Study Club, Oakland Schoolwomens' Club and Kindergarten Section. It is hoped to establish a loan fund, sick benefit, etc., and cultural courses that will benefit the association and community in general.

PACIFIC DIVISION OF THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

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PRINCIPALS' CLUB OF LOS ANGELES COUNTY

W. R. Chandler, Glendale, President; Miss Gertrude Horgan, San Gabriel, Secretary.

SACRAMENTO MUTUAL AID SOCIETY

Miss Minnie Roth, Sacramento, President; Miss Emma Meyer and Mrs. Margaret Carter, Sacramento, Vice Presidents; Miss Ida M. Flemming, Sacramento, Secretary-Treasurer; Miss M. H. Wood, Sacramento, Financial Secretary.

SACRAMENTO SCHOOLMASTERS' CLUB

F. W. Thomas, Sacramento, President; Lewis Winter, Sacramento, Vice President; Herman R. Steimbach, Sacramento, Secretary-Treasurer.
The Executive Board consists of the officers.

SACRAMENTO SCHOOLWOMENS' CLUB

Miss J. A. Donovan, 1514 Fifteenth Street, Sacramento, President; Mrs. Alta Rowe, 3116 Fourth Avenue, Secretary.

SAN DIEGO CITY TEACHERS' CLUB

Duncan MacKinnon, Superintendent City Schools, President; Mabel E. O'Farrell, 2403 F Street, San Diego, Treasurer.

Educational speakers of note are heard by this club frequently. Social activity among the teachers is promoted by membership therein.

SAN DIEGO COUNTY TEACHERS' CLUB

Arthur L. T. Gould, Principal High School, San Diego, President; Miss Florence Greer, State Normal School, San Diego, Secretary-Treasurer.

SAN JOAQUIN VALLEY SCHOOLMASTERS' CLUB

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Miss Mary Pillot, 42 So. Eighth Street, General Manager.

SAN JOSE SCHOOL WOMANS' CLUB

Miss Lola A. Ballis, 854 E. Santa Clara Street, President

SANTA BARBARA CITY TEACHERS' CLUB

W. C. Conrad, 332 E. Micheltorean Street, Santa Barbara, President; Bessie Swartz, 1227 Mora Villa Avenue, Santa Barbara, Corresponding Secretary.

Club divided into Book and Magazine Review, Physical Culture, Domestic Science, Glee and Outing Departments. Standing committees include legislative, educational, etc. Monthly meetings are held.

SANTA CLARA COUNTY HIGH SCHOOL MENS' ASSOCIATION

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SCHOOLMENS' CLUB OF OAKLAND

G. E. Mortensen, San Leandro, President; H. D. Brasefield, 533 Merrimac Street, Oakland, Secretary.

Attention is given to matters of concern to teachers in general and men in particular.

SCHOOLMASTERS' CLUB OF SOUTHERN CALIFORNIA

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SCHOOLWOMANS' CLUB, ALAMEDA

Violet Abbie Francis, Empire Apartments, Alameda, President; Ruth Killam, 1418 Cottage Street, Alameda, Secretary.

Enrollment, 98. Each department of instruction is represented on executive board. During two and a half year's existence, this club has listened to many lectures of professional interest by visiting educators.

SCHOOLWOMENS' CLUB, OAKLAND

Miss Rose Beatty, 390 Alcatraz Avenue, President; Miss M. C. Maguire, Park View Apartments, Oakland, Secretary.

450 active grade teachers comprise the membership of this club, which has for its object the consideration of and action upon that which may tend toward civic, social and educational uplift. A loan fund where teachers may borrow money without interest or security, is a feature. Arrangements are being made for a mountain cabin to be used by members of the club.

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Alice McInnes, 1427 N. Madison Street, Stockton, President; Adelaide Walter, 645 N. Madison Street, Stockton, Recording Secretary; Angellene Hornage, 17 West Rose Street, Stockton, Corresponding Secretary.

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Miss Henrietta Visscher, 265 South Madison Avenue, Pasadena, President; Miss Ethel Lee Van Duesen, 6060 Hayes Avenue, Los Angeles, Secretary.

Meetings held in Los Angeles. Encourages "any activity that will benefit either directly or indirectly the children" and "a broader social spirit among its members." Includes in membership kindergartners or others interested, representing seventeen cities and towns.

SOUTHERN CALIFORNIA SCIENCE AND MATHEMATICS ASSOCIATION

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STANISLAUS HIGH SCHOOL TEACHERS' CLUB

J. C. Tmpleton, Superintendent of Schools, Modesto, President; Miss Margaret Painter, Hughson High School, Secretary-Treasurer.

The purpose of the club is both professional and social. Meetings will be held at least twice yearly.

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Mrs. C. R. Pechin, 1802 Union Street, San Francisco, President.

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C. H. Carson, Pasadena High School, President; H. T. Clifton, 609 E. Walnut Street, Pasadena, Secretary.

A statewide organization of educational institutions for co-operation in the use of motion pictures and other visual aids.

VOCATIONAL GUIDANCE SOCIETY OF CALIFORNIA

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Our Book Shelf

MOTIVATION OF SCHOOL WORK

It ought now to be generally accepted among teachers that the long prevailing doctrine of the superior educational value of the uninteresting and disagreeable is false. It was, to be sure, a comfortable belief to the unskillful and unprogressive teacher that the less the interest found by the pupil in his school studies the better it was for him; for it has always been easy to make the work of the school irksome and repulsive, and always hard to make it attractive and agreeable by giving it some definite and practical significance to the child himself.

School work is really valuable only in proportion to the interest it awakens. It therefore becomes the obvious duty of the teacher to achieve somehow the result of interesting the children in the studies they are obliged to pursue, and all the help possible is needed in this difficult task. "The most difficult phase of teaching is not acquiring the necessary information nor controlling the class, but it is discovering problems and motives for the work that will make it appeal to and interest the pupils." This is the viewpoint of a recent book entitled "The Motivation of School Work," by H. B. Wilson and G. M. Wilson, (Houghton Mifflin Company. Pages v. plus 265.)

This book discusses the theory of motivation and then gives many concrete examples of how the problem has been worked out in some of our schools; that is to say, it shows how reading language, composition, history, geography, arithmetic, writing, spelling, music, drawing, home economics, manual training and nature study have been made interesting to pupils by successful teaching. The book is in three parts. The first part deals with motivation in modern education, the second with the motivation of the fundamental subjects, and the third with the motivation of other school subjects and activities.

The title of this book is somewhat forbidding, and may possibly lead some teachers to conclude that it is too technical for their use. There is not enough abstract discussion in it, however, to repel the practical teacher. It is practical in the highest degree.

The authors define motivation as "that attack upon school work which seeks to make its tasks significant and purposeful to each child, by relating them to his childish experiences, questions, problems and desires" (page 15). A child's work is motivated, they say, whenever he sees a real use in it—"whenever it satisfies some need he feels, provides some value he wants, supplies some control he wishes to possess, secures some desired end, or helps him to attain any definite goal. So long as the child comprehends more or less clearly the relationship between the work he is doing and the end sought, his work is "motivated." (page 15).

"Motivation" then, making the work significant to the child, vitalizing it, arousing interest in it, all these expressions mean practically the same thing. The authors endeavor to make motivation something other than the arousing of interest, but with indifferent success. "Motivation" they say, "goes beyond interest" (page 22). But what is really meant is that motivation demands sufficient interest. There is no motive but feeling, and as interest is a form of feeling it becomes a motive when it is strong enough to evoke action. There is an ellipsis in the expression, "motivation of school studies." What is really motivated is the child. Moreover every activity on the part of the child is motivated, otherwise he would not indulge in it. So what the authors really mean by the motivation of school work is nothing more than what was meant by Herbert when he said, "the interest which naturally attaches to the ends for which pupils study must be aroused in the means, that is, the studies themselves."

But the theoretical part of the book is not its most valuable part. What the teacher will find practically helpful are the suggestions as to how to proceed in the actual teaching of subjects of the common school curriculum. Only a conviction of the necessity of proceeding in some manner that will result in giving to work in the school an interest similar to that taken by the child in play is necessary to an appreciation of the valuable suggestions the book contains.

It may be interesting to note that the problem of motivating the work of the school

is practically the same as that of motivating the work of society. Much of the labor now performed in the world is altogether unnecessary from the standpoint of our legitimate wants. This unnecessary labor should be gotten rid of as soon as possible. So, too, many of the requirements of the school in the way of study are unnecessary and they, too, should be eliminated. The authors do not overlook this fact. "Any thorough effort to motivate the school's work," they say, "will result in the elimination of useless subject-matter from the traditional course of study. Educational leaders are convinced that the greater part of formal grammar fails to function and should be eliminated from the grade work. In arithmetic fully one-half of our energy has been expended upon useless and obsolete subject matter. In spelling we have been hopelessly burdening the child in our attempt to teach from 10,000 to 15,000 words, while the outside limit of an eighth-grade writing vocabulary is less than 500 words. And so in geography, in physiology, in history, in writing, in algebra, physics and other subjects—the work has been organized from the standpoint of scientific adult subject matter, with the result that the child has been crushed, discouraged, and driven out of school. Although the main purpose of the following chapters is to show how to motivate significant and vital subjects for the pupil, the omission of useless subject matter necessarily receives treatment in showing how to motivate the work pupils should do," (pages 12-13).

Again, a part of the social task is to make the necessary work of society interesting and agreeable, that is to motivate it. This means method, social method, and the aim is exactly the same as that of the school, namely, to awaken in the individual a perception of the significance of his work to his own life. The center of the universe to every individual is necessarily himself. Society in its own interests must see to it that in every case this self becomes a social self. And so in the school the studies must be motivated, but they must be necessary studies; necessary, that is, from the view point of social well-being. Their necessity is to be determined by their relation to the production of social selves.

There can be no question, however, of the social value of the studies dealt with in this

book. Every teacher is confronted by the difficult problem of directing the native interests of the child so that they will function in the acquisition of a knowledge of these subjects. Such teachers welcome assistance from any source. They will find this book on the motivation of school studies exceedingly helpful.

I. W. HOWERTH,
University of California.

ENGLISH FOR HIGH SCHOOLS

I have looked over "Practical English for High Schools," and also placed it in the hands of the Head of the English Department of the Francis W. Parker School, and our opinion after reading it is as follows:

It is direct and business-like in style, and develops the subject logically and interestingly. Specifically, some of its merits are: The sane grammatical review, the study of words, the insistence upon oral as well as written work. No omissions of any consequence were discovered. It seems to us a useful book, full of good suggestions. Indeed, we are so favorably impressed with it that next year we shall probably replace the book now in use in our high school with this text.

Practical English for High Schools. Lewis Hosis. American Book Company, pp. 485. Price, \$1.00.

FLORA J. COOKE,
Francis W. Parker School.

RATIONAL TYPEWRITING

The Gregg Publishing Company has just issued a new edition of the popular textbook, Rational Typewriting. It has been assigned particularly to meet the needs of high schools where one period a day is devoted to the teaching of the subject, but is easily adaptable to the shorter courses of commercial colleges. The distinctive feature of the textbook—teaching the use of the index finger first—is of course retained, as it has fully demonstrated its worth.

Accuracy is promoted by Drills in Concentration which bridge the gap between practice on repeated words and drills on sentences. They are a series of disconnected words to be written once each, thus focusing the student's attention on the keys to be struck more than is possible when the

same word is written over and over. Speed is secured by Drills in Acceleration, which train students to rapid, rhythmic work from the start, and later by Speed Studies, selected from standard works and graded according to stroke intensity. Artistry is taught by the presentation of various forms of business letters and documents, illustrating the modern variations of arrangement as well as the more conservative styles. The student is then taught how to secure these artistic results with any letter by drills in original construction work. This feature of the book is unique and is proving remarkably effective.

A teacher's guide containing solutions of problems, and a discussion of the psychology and pedagogy of typewriting is furnished free to teachers.

Rational Typewriting, by Rubert P. So-Relle. The Gregg Publishing Company. Price, \$1.00. Teachers' examination copy, 50c.

MERRY TALES

I have read "Merry Tales" with great pleasure, and yesterday gave the book to two average children of the ages of nine and ten, respectively. Both were enthusiastic over the stories and were unwilling to leave them after nearly an hour of steady reading begging to read "just one more story—they are so interesting."

I think perhaps the best testimony I can give of my appreciation of the book is to say that I am ordering a set to be used in the Francis W. Parker School for supplementary reading in the third grade.

I regret the use of the little "Dutch Garden" poem, as I think it is not childish in spirit or appropriate in this book. This is the only adverse criticism I find to make. I may be able to make a better review after the book has been used by our children. Skinner's Merry Tales. American Book Company. Pages 332. Price, 35c.

FLORA J. COOKE,
Francis W. Parker School.

THE TEACHING OF SHORTHAND

The little volume, title of which is given below, will be a valuable addition to the library of the shorthand teacher. It is a compilation of talks given by the author before various bodies of commercial teachers, and is consequently both practical and inspirational.

Among the subjects treated are the three main divisions of shorthand teaching—the presentation, the application and the examination; the training of the memory and the development of concentration; the secret of speed in execution; the use of the black-board; discipline; differences in day and night school methods; what should be expected of a student at graduation; and the application of modern efficiency principles to the teaching of shorthand.

Every suggestion made has been tested not once but many times by teachers of wide reputation, and any one of the dozens given is worth more than the price of the book.

The Teaching of Shorthand: Some Suggestions to Young Teachers. By John Robert Gregg. The Gregg Publishing Company. 155 pages, price, 75c.

STUDY SUGGESTIONS

Our increasing commerce with South America, and the increase in the number of our people who yearly visit our sister continent, have led to a demand for the latest and most reliable information concerning the geography and history of South America.

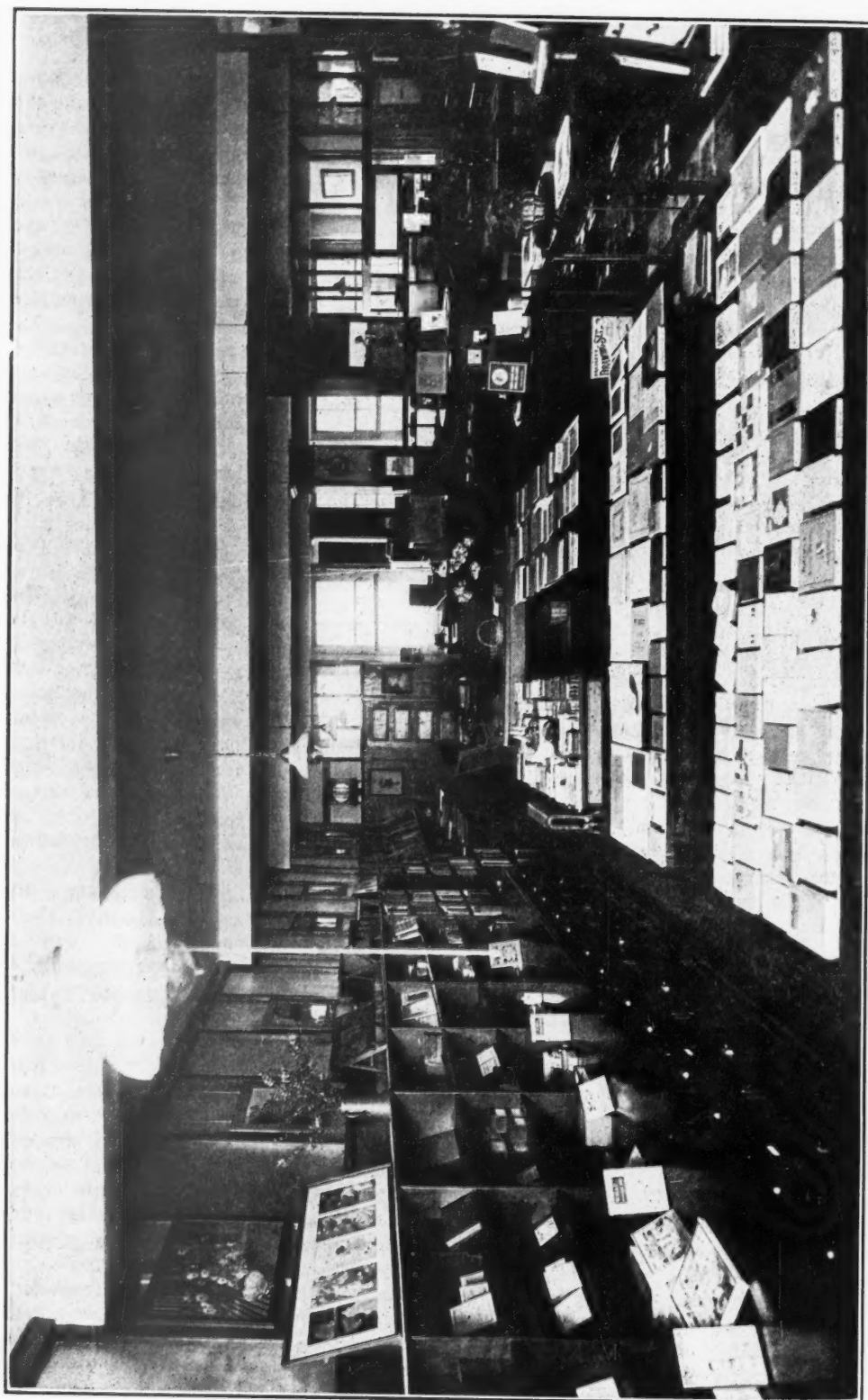
Dr. Bard's book "Study Suggestions," contains a very satisfactory syllabus and a rather full biographically. Both of these should prove of value to intending visitors, students and teachers.

South America: Study Suggestions. By Harry Erwin Bard. D. C. Heath & Company, pp. 68, price 60c.

JAMES F. CHAMBERLAIN,
Los Angeles State Normal School.

PUBLICATIONS RECEIVED

The Guide to Better Schools by E. A. Duke, Assistant State Superintendent of Schools, Oklahoma. This book discusses the physical features of the school room, heating and ventilating systems, arrangements of desks, cloak rooms, etc., sanitary drinking fountains, playground apparatus and other features of the school house proper. The teacher's home is discussed and plans suggested. There are chapters devoted to consolidation, rural schools, social centers, agricultural problems, thrift teaching, etc. Those desiring a copy of this book should apply to R. H. Wilson, State Superintendent of Public Instruction, Oklahoma City, Okla.



A PORTION OF THE DISPLAY ROOM OF MILTON BRADLEY COMPANY AT 20 SECOND STREET, SAN FRANCISCO

Notes and Comment

State and National

Santa Barbara County Teachers' Institute, at Santa Barbara, October 30 to November 1. The general sessions had as instructors, Commissioner Will C. Wood; President Frank H. Ball of the Santa Barbara Normal; Miss Effie B. McFadden, San Francisco Normal School; Harry Kendall Bassett, Berkeley; F. M. Fultz, Los Angeles; and Superintendent A. C. Olney, Santa Barbara schools. There were sections for Primary Grades, Grammar School, High School and Special Teachers. The teachers were much pleased with the valuable and entertaining program arranged by County Superintendent, Miss M. V. Lehner.

Milton Bradley Company, whose offices and rooms are at 20 Second street, San Francisco, have recently added 2300 square feet to their Market street frontage. They now occupy the entire fourth floor of the building, where are located their shipping and stock rooms. Mr. Van Nostrand, Pacific Coast Manager, is serving well the people of California and the Coast. The picture on the opposite page represents a portion of the display room.

The Stanislaus High School Teachers' Club has been organized. High school teachers of the county sat down to the first banquet of the Club at Modesto on October 28. After the banquet the Club was formally organized and school matters of general interest were discussed by the teachers. The purpose of this Club is both professional and social. Meetings will be held at least twice a year that the teachers of the county may become acquainted and cooperate in the school work. At the next meeting of the Club in February, it is expected that some of the legislators will be present to share in the discussion of proposed school legislation for the state. Superintendent Templeton of Modesto, who was chairman of the meeting, was elected President of the Club. Mr. A. H. Abbot, Principal of Patterson High School, was chosen Vice-President, and Miss Margaret Painter, of Hughson High School was elected Secretary-Treasurer. The other

members of the Executive Committee chosen are: Mr. E. P. Halley, Principal Oristemba High School, Newman; Mr. C. E. Overman, Principal Oakdale High School, and Mr. W. E. Hester, Principal Turlock High School. Representatives were present from the High Schools of Modesto, Turlock, Oakdale, Hughson, Patterson, Denair, Ceres, Newman and Ripon.

Dr John Willis Baer, after ten years service as President of Occidental College in Los Angeles, has been forced to resign owing to continued ill health. President Baer, since coming to Occidental, has developed the College in a remarkable degree. Some years ago a new site was purchased, and there is now in course of erection upon the enlarged campus a number of college buildings. The Student Body has materially increased and the standards of the Institution have been raised. President Baer has also succeeded in securing an endowment fund of no inconsiderable proportions. For years we enjoyed the most cordial relations with President Baer while serving at Throop Polytechnic Institute, "next door." His going is a distinct loss to the school. His many friends wish him a speedy return to health.

The Nordhoff Union High School, over which Principal W. W. Bristol has presided for a number of years, has been richly favored by the gift of two buildings, one for the Mechanic Arts and one for Household Science and Art. The cost of the buildings and equipment will exceed \$16,000 and is the gift of Mr. Charles M. Pratt of New York. Nordhoff now ranks as one of the best equipped of the smaller high schools of the state.

In San Diego County a new high school district has been formed called the River-view Union High School, with four teachers and sixty pupils. The school is located at Lakeside. The Principal is E. G. Adams, formerly of the faculty of Escondido High School.



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Superintendent Roy W. Cloud, of San Mateo County, at the Institute held at San Mateo on October 2, 3 and 4, presented a program of great merit, including addresses by Commissioner Will C. Wood. Professor Herbert E. Bolton of the University of California, Harry K. Bassett of Berkeley, Mr. O. H. Kern, Superintendent of Schools, Mt. Vernon, Washington, Superintendent G. P. Morgan of Tuolumne County, Hon. John F. Murray, Ex-Commissioner of Indian Schools, Berkeley, Cal., and W. L. Glascock, Principal High School, San Mateo. There were other addresses by teachers of the county. A Carnival and Pageant was presented under the direction of a group of local teachers and participated in by the pupils of the San Mateo Elementary School. A reception at the Hillsborough School, where Mrs. Clara Cuthbert was hostess, was much enjoyed.

Mr. A. M. Simonds, Principal of the High School at Visalia, and Commanding Officer of Company D, 2nd California Infantry, and who was ordered to the border some time ago with his Company, was later forced to enter the hospital in San Francisco where he underwent an operation. The many friends of Captain Simonds will be glad to know that he has entirely recovered and is again at Visalia, where he is assuming his former duties.

At the urgent request of the Iowa State Board of Education for expert information in meeting the problems that arose in appropriating the necessary money for the institutions of the state, the United States Government recently conducted a survey of the Iowa State higher educational institutions. The commission, appointed by Dr. P. P. Claxton, made a first hand study of conditions in Iowa. Some of the topics treated by the report are: Expenditures in higher educational institutions; extension work; home economics; sub-collegiate work; a study of the use of buildings; building costs; physical education of women; the work and remuneration of the instructional staffs.

According to *School and Society*, a new type of training course for teachers for Montana's rural schools has been proposed by Chancellor Edward C. Elliott, of the University of Montana, and plans are being perfected by the faculties of the state normal

college at Dillon, and the state college of agriculture and mechanic arts at Bozeman. The plans contemplate a course of perhaps two years, one year of which shall be given at the state college at Bozeman, and shall consist largely of agriculture, home economics, manual training and industrial arts; and one year at the normal college at Dillon, which shall include the usual school subjects and the regular professional normal courses. The purpose of this course is to give the rural teacher a course of study better adapted to her needs as a teacher of boys and girls from the farm; and at the same time to train her into sympathy with the occupations and interests among which she is to labor.

The County Free Library is reaching all portions of the State. At the Amador County Institute recently held, the following resolution prevailed:

Whereas Amador County is now practically without library facilities, and,

Whereas, We believe the County Free Library Plan has been adopted and is proving so satisfactory in a majority of the counties of the state,

Therefore be it resolved, That in the judgment of the teachers of Amador in Institute assembled, the said county should adopt the County Free Library Plan, and be it,

Resolved, That we pledge ourselves to use every honorable means to accomplish this end.

The Minimum Salary Matter is set forth in a resolution which prevailed universally at the recent meeting of the Amador County Teachers' Institute:

Whereas, The cost of living has been materially increased and,

Whereas, Salaries in nearly all lines of endeavor have been raised.

Resolved, That we favor an increase in the salaries of teachers in the elementary schools.

Resolved further, That a yearly salary of \$900 shall be the minimum salary for elementary school teachers and that \$1125 shall be the minimum salary for elementary school principals in California, and that the California Council of Education, the California Teachers' Association and the Sierra Educational News be earnestly requested to endeavor to secure legislation to this end.

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These two books are in wide use for first year work in the high schools of California. The high schools of Los Angeles, San Francisco, Pasadena, Long Beach, Santa Ana, Riverside, Glendale, and many smaller schools are using one or both books.

Two Significant Statements

Prof. R. E. Schulz, of the University of Southern California, says:

"After a thorough trial of several Spanish Grammars, including those of DeVitis, Coester, Hills and Ford, and Espinosa and Allen, I am overwhelmingly convinced of the superiority of the Espinosa-Allen. I shall use it in the University of California this summer and here at the University of Southern California next year."

Dr. A. E. Wilson, Principal Manual Arts High School, Los Angeles, says:

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Superintendent Champ S. Price, of Santa Cruz County, convened the annual institute at Watsonville, October 9-12. Honorable Will C. Wood spoke on High School Problems and Forming and Informing in the Public Schools; Professor W. H. Carruth, of Stanford University, discussed Great Poets or Great Poems and the Limits of Religious Instruction in the Public Schools; Professor C. E. Rugh of the University of California, presented as topics, The Education of Helen Keller, Improvement of Teachers in Service and High School Efficiency; Highways and By-ways in the Philippines, Socializing the Child, and Struggle against the Obsolete, were topics presented by W. G. Hartranft. Other topics presented were: Things that are worth While, and the Teacher's Opportunity, by Superintendent W. J. Cagney of San Benito County; Primary Reading, by Miss Bessie McCabe, San Jose State Normal; Teaching Citizenship and Teaching for Life by Superintendent Roy W. Cloud of San Mateo County; The Problems of the Rural Teacher by Superintendent J.

W. Linscott of Santa Cruz; The Use of Talking Machines, Voice Culture in School Training, and Some Helps and Short Cuts by A. B. Herman of Watsonville; Industrial Arts in Elementary Grades and Industrial Arts without Special Equipment, Miss Susan L. Byrne of Santa Cruz.

Rand McNally and Company announce the election of Mr. Edward C. Buehring to a Directorship in the Company, and his appointment to the Head of the Educational Department, a position recently left vacant through the death of Mr. C. F. Newkirk. Mr. Buehring has been for 17 years associated with the management of the Textbook business of Rand McNally and knows thoroughly every detail of the work. He has the confidence of the publishing world and of the school people throughout the country. His promotion is a matter of much gratification to his many friends.

The Los Angeles City Teachers' Club has planned a course of lectures beginning October 31st, which includes "Persian Life and Poetry" interpreted by Mr. and Mrs. Sydney Sprague; three lectures by Dr. Frederick Monson, F.R.G.S., "On the Trail of the Spanish Pioneers," "Vanishing Indian Trails" and "Turbulent Mexico;" and two lectures by Mrs. Lillian Burkhardt Goldsmith, "Contemporary Poetry" and "The Silent and Spoken Drama."

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Mr. William F. Oswald, who won the Professional Championship, writing for an hour at the rate of 132 words a minute, was the winner of the Amateur Contest in New York last year, and of the Novice Contest several years ago.

Of the six highest scores in the Professional, four were made by Rational operators. Mr. Emil Trefzger, winner of the second place, with 126 words a minute, is the former World's Champion. The other two Rational operators, Mr. J. L. Hoyt, and Mr. G. R. Trefzger, made scores of 124 and 123 words respectively.

In the Amateur Championship Contest Rational writers were equally prominent. The winner, Miss Anna Gold, wrote 132 words a minute for 30 minutes, Miss Bessie Linsitz wrote 127 words, and George Gaskill 125 words.

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The Shasta County Institute was held at Redding, October 16, 17 and 18. Superintendent Charlotte Cunningham called as Instructors, Dean Alexis F. Lange, Director of the School of Education, University of California, Honorable Will C. Wood, Commissioner of Secondary Schools, Mrs. Mary McCauley, Supervisor of Music, San Francisco Normal School, Professor F. F. Nalder, Secretary Extension Division, University of California, and other teachers, both local and from a distance. One evening was given over to a reception and entertainment tendered by the Chamber of Commerce of Redding, and there was a program presented by Zahrah Ethel Preble. There was vocal and instrumental music of a high order throughout the sessions. The teachers were unanimous in the opinion that the Institute was one of the best ever held in the county.

Prof. Chas. E. Rugh, University of California, was one of the speakers at the recent Washington Association meeting held at Spokane.



Supt. Duncan MacKinnon of San Diego and his corps of teachers are watching with interest the development of the plan of introducing Spanish and typewriting as electives in the Seventh and Eighth Grades. The work is being received with enthusiasm by the pupils, who come willingly at eight o'clock in the morning or remain until four o'clock in the afternoon, when necessary.

The latest building to accommodate San Diego's growing school population is the Stockton School located at Thirty-first and H Streets. The plant is entirely modern containing shower baths and full equipment for manual training, sewing and domestic science. Upon the former site is now situated a special school under direction of Mr. Herbert Salle.

The various teachers' organizations of Los Angeles have been holding a series of receptions to welcome the new Superintendent of Schools, Dr. Albert Shiels, and to give all teachers opportunity to meet him.





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To California Teachers and Superintendents:

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In looking around with our pruning shears for needless expenses which might be cut off we very naturally first thought of the \$35.00 per month which a page advertisement in this paper costs. Of course, we hated to take away our support from the official organ of the California Teachers' Association, but business is business and our shears were ready for the \$35.00 clip when Secretary Chamberlain called upon us.

He said, "The Sierra Educational News goes to 12,000 subscribers. It would cost you \$120.00 to send these people the cheapest kind of a communication just for the postage stamps, not to mention clerical work, printing, etc., which usually doubles the cost." "But", we answered, "Advertising in a magazine is not as personal as is even a circular or circular letter." "Then why not make it personal?" replied Mr. Chamberlain. "Save Ginn & Company a lot of postage stamps and clerk hire and incidentally help pay the expenses of the California Teachers' Association."

After careful consideration Mr. Chamberlain's suggestion seemed so good that we have decided to try it out and if those who read the Sierra Educational News will consider the trade marks which appear at the corners of this page, as postage stamps, for which the California Teachers' Association, rather than Uncle Sam, has been paid, and will write us when they see something mentioned in which they are interested, then we shall know that we have not been misled by our friend Chamberlain.

This month the only book we have room to mention is **BREWER'S ORAL ENGLISH**. This is a book by a California author of whom the teaching force of the state may well be proud. The three largest cities in the State—Oakland, Los Angeles, and San Francisco—immediately adopted the book when published. More than a score of other California cities have done likewise. Oral English is coming to be looked upon as one of the most vocational subjects in the whole high school course and Brewer's book is helping to make the subject practical and popular. Please write us if interested.



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Say you saw it in the Sierra Educational News

The Annual Teachers' Institute and Meeting of Trustees of Plumas County was held at Quincy, October 10, 11 and 12. Among other instructors present were Mrs. M. E. Hyatt, Deputy Superintendent of Public Instruction, who gave valuable suggestions to teachers and trustees; Mrs. May D. Henshall, State Library Organizer, who explained fully the County Library Plan; Superintendent D. R. Jones, of San Rafael, who spoke upon History Teaching, Arithmetic, and the Broader Needs of the School. Principal L. A. Pringle, of the High School at Quincy, gave a valuable paper on "Some Principles of Efficiency as Applied to Teaching." There was a roll call on October 12, to which each teacher responded with a sentiment appropriate to Columbus Day. There were two evening programs at which was heard music, both instrumental and vocal, and readings, all of very superior quality. Throughout the sessions of the Institute, the Superintendent, Mrs. Kate Donnelley, introduced musical numbers that were thoroughly appreciated and showed that music was given a high place in Plumas County. The work of the children in the evening entertainments was most gratifying.

The Pasadena Teachers' Association is enjoying a series of beautifully illustrated lectures on Ireland, Scotland, Denmark, Poland, Belgium and Spain by Dr. Jerome Hall Raymond of the University Extension Division of the University of California.

School Catalogues and Courses of Study are acknowledged from the Lux School of Industrial Training, San Francisco, Santa Maria Union High School, and the Pomona City Schools.

The Journal of Delinquency, which is devoted to the scientific study of problems related to school conduct, is published bi-monthly by the Whittier State School, Whittier, California. It is edited by J. Harold Williams of the School, and has as Contributing Editors, Dr. Lewis M. Terman of Stanford, and other authorities of note throughout the country. This is an excellent publication.

At Rio Vista, on October 3, 4 and 5, was held the Institute of Solano County, the program being arranged by Superintendent Dan. H. White. Superintendent Chas. C. Hughes of Sacramento, spoke on "School Planning to Meet Economic and Social Demands;" Professor W. W. Kemp, of the State University, discussed the "New Demands On Education" and "Reorganizing Adolescent Education." Addresses were made by Honorable Will C. Wood, Commissioner of Secondary Schools, Mrs. Margaret McNaught, Commissioner of Elementary Schools, Mrs. May Dexter Henshall of the State Library, Miss Clara B. Dills, County Librarian. Professor Lee Emerson Bassett of Stanford, both instructed and interested in his interpretative readings. Dean Barrows, of the University of California, spoke on "Recent Impressions of Europe at War." There were a number of papers presented and general discussions participated in by local teachers.

The Institutes in Amador County are always delightful affairs. This year was no exception. There is a most noticeable get-together spirit. The County Superintendent, Sabra R. Greenhalgh, has the support of the teachers, and she prepared a most excellent

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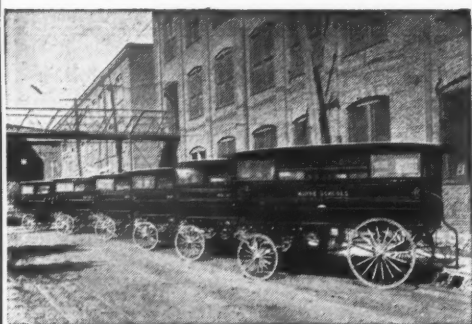
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program for the meeting at Jackson, October 30, November 2. Hon. Edward Hyatt and Mrs. Hyatt were both in attendance. Mrs. Edna Orr James of the Fresno State Normal, Miss Harriet Eddy of the State Library and Miss Margaret McCulloch of Jackson were most helpful to the teachers. Mr. W. G. Hartranft of San Francisco, and Prof. C. E. Rugh of the University of California, through their wide experience and knowledge of educational affairs, added greatly to the value of the sessions. The high school teachers held several section meetings, as did those of the grammar schools. There was excellent music and a special program and reception for the visitors.

Skill at Typewriting is possessed in remarkable degree by Miss Hortense S. Stollnitz. At the age of sixteen, two years ago, she knew nothing of the typewriter. She has now won the International Amateur Typewriting Championship at the New York Business Show, with a record of 137 words net per minute for one half hour. The total number of words written was 4428 or an average of nearly 48 words per minute. This record was made on the new Self-Starting Remington Machine.

The Modern Language Bulletin, published by the Modern Language Association of Southern California, is issued three times yearly, the subscription price being 50c. The October issue is Number 2, of Volume II. The secretary of the Association is Carleton Ames Wheeler, Hollywood High School. Lawrence M. Riddle, University of Southern California is president. The articles contributed touch important phases of modern language teaching, reports of meetings, etc. The notes, inquiries, reviews of new books and of political literature, are most helpful. The Association is to be congratulated on issuing so noteworthy a publication.

The Mendocino County Teachers' Institute convened at Ukiah, October 10, 11 12 and 13, and was a very enjoyable, practical and instructive session, with over 200 teachers in attendance. Superintendent Anna Porterfield had arranged an excellent program, and procured good instructors on well chosen topics. Some of the eminent speakers from outside were Dr. I. W. Howerth and Professors W. G. Hummel, and Wallace Hatch, of the University of California, Hon. E. R. Snyder, Commissioner of Vocational Education, Miss Harriet Eddy of the State Library, Professor J. B. Sears, Stanford

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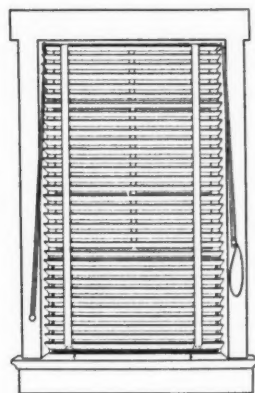
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Say you saw it in the Sierra Educational News

University, Miss Clara Barnhisel of Mt. Hermon. President N. B. Van Matre, and Miss Jane Farley of the Humboldt Normal, Mrs. Lillian Heilman, Supervising Principal of Primary Schools, Eureka, and other local educators added much to the value of the Institute.

The San Benito County Teachers' Institute held at Hollister, October 16-19 inclusive, was particularly interesting as the program was participated in by a number of well known educators, including four County Superintendents, namely: Superintendents Champ S. Price of Santa Cruz, Roy W. Cloud, San Mateo, D. T. Bateman, Santa Clara County, and George Schultzberg, Monterey County. Other instructors were Honorable Job Wood of the State Office, W. G. Hartranft of San Francisco, and President M. E. Dalley of the State Normal School, San Jose. There was special music provided for the occasion, and a number of local teachers took part in the program. Superintendent Cagney always provides a treat for the teachers of the county.

The Institute for Public Service, New York City, has issued a small leaflet entitled "Schoolgrams" on the Fresh Air Problem, with the suggestion that one be posted in each school room. It is interesting to note from this leaflet that Switzerland requires her school children to be in the open air at least ten minutes out of every school hour.

The Annual Report of the Sacramento City School Department for 1915-1916 is an exceptionally interesting document of 81 pages. It sets forth the Sacramento plan and discusses department teaching, supervised study, promotion scheme, division of

subjects into foundation and applied subjects, and like important matters. There are reports by the various supervising officers, full page cuts of pupils at work and play, schedules of study and the like.

An Exchange of Instructors between the University of California and the University of Southern California is announced for the next Summer Session of the two great institutions. The plan is for several of the instructing force of the University of California to deliver lectures in the Summer Session of the University of Southern California in Los Angeles, the return courtesy to be extended at Berkeley by the University of Southern California Professors.

The Proceedings of the National Education Association are being published this year in journal or pamphlet form. The first number was issued in September, and carries the report of the General Sessions of the New York meeting. Other issues of the Journal will follow. It has been felt by many that the magazine form would better meet the needs of members than would the large volume of Proceedings. The experiment will prove interesting. The first number contains 96 pages and is attractively gotten out. Secretary Springer is to be congratulated.

School and Society states that after a lapse of eight years Dr. W. O. Thompson, President of the Ohio State University, has begun teaching again, taking charge of two classes in Geometry. Before going to Ohio State, he taught in Miami University in addition to his executive duties there, and for his first few years at the State University, he taught several advanced classes.

Bids Wanted for Textbook in Spelling

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California the following textbook:

A speller or spellers for the elementary schools.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board, at his office in Room 706 Forum Building, Sacramento, on or before December 1, 1916.

Bids for the sale or lease of such rights, enclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbook in spelling," may be submitted on or before the hour of 4 o'clock p. m. of December 1, 1916.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education, at Sacramento.

STATE BOARD OF EDUCATION,
Sacramento, California.

EDWARD HYATT, Secretary

Dr. Wiley says:

"Neglected teeth are more dangerous than small-pox."

See Good Housekeeping, March, 1915, p. 324.

Dr. Osler says:

"Oral hygiene—the hygiene of the mouth, there is not one single thing more important to the public in the whole range of hygiene."

See Dental Hygiene p. 3.

Dr. Richard Grady, (U. S. Naval Surgeon at Annapolis) says:

"The tooth-brush drill is as needful as any athletic exercise." See Dental Hygiene p. 5

The N. Y. Sun says:

"Teeth bad—boy bad."

Interview with Mr. C. D. Hillos, formerly Secretary to President Taft and now President of N. Y. Juvenile Association.

N. Y. Sun, July 8, 1914.

What Do You Say?

It is sometimes difficult to know what to say to children about care of the teeth. You can catch their lively interest with Colgate educational material, including trial tubes of the standard dentifrice.

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Teachers choose Colgate's for personal use, and know its value in encouraging their pupils to form the habit of daily care, leading to better teeth, better health, better discipline and better work. Send the coupon today.

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(If you have received our material this school year, please destroy this coupon to remove possible temptation from those who are not teachers.)

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It is not necessary to write us a letter, simply enclose \$.50 and a slip of paper containing your name and address and we will mail the pen by return mail.

Send us the name of your dealer, that you asked to show you a Laughlin Non-leakable Self-filling Fountain Pen, and we will send you free of charge one of our new Safety Pocket Fountain Pen Holders.

It is not required that you purchase a pen to get this Safety Holder, we simply want the names of dealers who do not handle this pen, that we may mail them our catalogue. Address

Laughlin Mfg. Co.

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Say you saw it in the Sierra Educational News

All Teachers Should try the U. S. Government Examinations soon to be held throughout the entire country. The positions to be filled pay from \$1200 to \$1800, have short hours and annual vacations, with full pay.

Those interested should write immediately to Franklin Institute, Dept. R231, Rochester, N. Y., for schedule showing all examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

Bird Lovers will rejoice to know that Goat Island in San Francisco Bay, has been set aside as a bird reservation by official order of President Woodrow Wilson. On August 9, Frank H. Gould, Surveyor General for California, received instructions from Washington that the island, which lies midway between San Francisco and Oakland, and comprises some 140 acres, shall henceforth be set aside as a breeding ground for native birds, subject only to its original use as a naval and military base. It is now unlawful for any person to hunt, trap, capture, wilfully disturb, or kill any bird, or take the eggs of any birds, within the limits of the reservation. Large stocks of quail and pheasants already have been turned loose on the island, and, according to the officials, the birds are doing unusually well.

Mr. W. W. Williams has invented a novel device for facilitating the teaching of writing. It consists of a small wooden handle with a hole through one end of it large enough to receive a pen or pencil. When writing is done with this device, the unnatural strain is taken off of the hand, the weight being thrown on the fleshy part of the hand which rests upon a ball at the end of the handle. This invention promises to work wonders in the teaching of penmanship. Mr. Williams, who is an expert in penmanship, and has taught it for a number of years, has also had extensive experience in trial work, giving testimony in cases where the identification of penmanship constituted important evidence. Mr. Williams' device is called the Auto-writer. Those interested should see the ad. on page 636 of this magazine.

School Education for November reports that the entire cost of living per teacher in the teacherages of St. Louis county is approximately \$10.00 per month. The unorganized territory of St. Louis county now possesses thirty-four teachers homes in connection with the rural schools. These are completely furnished, including rugs and linen.

At the Washington State Fair held in North Yakima in September, over 1000 boys and girls from all over the state took part in a monster pageant. These young people showed the effective work being done by the "Pig Club, Potato Club and Cooking Club." Sheep, corn and pigs played a prominent part in the exposition, while canning and sewing contests showed what the girls had learned to do.

Educational Foundations on November, 1916, contains an article on physical and military training in the schools. It is the report of the Military Training Commission of New York. The article describes minutely systems of physical training which include individual health examination, instruction concerning the care of the body, physical exercise as a health habit, supervised play, recreation and athletics. The course is so arranged as to apply to both sexes, the girls being given thorough physical training and discipline in the habits of personal hygiene.

Mr. Selden C. Smith, Resident Partner of Ginn & Co., is going East, Nov. 21, to attend the annual meeting of his firm in Boston, which takes place the first Monday after Thanksgiving. While in the East he will go to the old family home in Vermont and following a custom which has been his for many years, will take Thanksgiving dinner with his mother.

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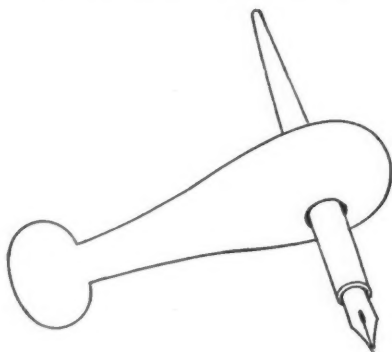
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Let me help you to get results in writing. Send me the writing of your poorest pupils and I will tell you how to make them good writers. I have taught thousands. I have solved the problems.

"It will revolutionize the teaching of penmanship in all our schools."—T. Kytka, Handwriting Expert.

"The autowriter is the first device to solve the many problems and to overcome the great difficulties in teaching pupils to write a legible and rapid style of penmanship."—P. A. Espina, Penman.

"By the use of this simple instrument placed in the palm of the hand, the cramped finger movement is prevented, and the pen or pencil is automatically so guided as to produce firm, legible characters. This invention should prove a boon both to teacher and pupil."—A. J. Cloud, Deputy Superintendent of Schools, San Francisco.

Write for more particulars or send 15 cents for sample.

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The Perry Pictures

Important Notice.

Change of Price

October 5, 1916

The last time we bought Kraft wrapping paper we paid less than \$80.00 a ton for it. Today it is \$180.00 a ton. The market price of the paper on which all of The Perry Pictures are printed was 8 cents a pound. To-day it is nearly double that price.

On January 1, 1917, THE PRICE OF THE 5½ BY 8 SIZE (one cent size) OF THE PERRY PICTURES WILL BE CHANGED TO A-CENT-AND-A-HALF EACH: TWENTY FOR 30 CENTS; \$1.50 PER HUNDRED. Until then you can buy as many as you want at One Cent Each for 25 or more; \$1.00 per hundred; \$10.00 per thousand. Do not wait until December when we shall be very busy, but ORDER NOW.



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Teach the Thanksgiving Story and the Christmas Story with The Perry Pictures

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CATALOGUES. For 5 two-cent stamps, our beautiful 64 page catalogue of 1600 miniature illustrations, 2 pictures and a bird picture in colors. (Please do not send for the catalogue without enclosing the stamps.)

Study pictures of the Madonnas in December, also other famous pictures. Give each pupil a beautiful Madonna picture for a Christmas Gift. Order today. We are very busy at this season of the year.

The Perry Pictures Company

Box C, Malden, Mass.



Madonna and Child—Sichel



Sistine Madonna

The following State Board of Education members have been re-appointed by Governor Johnson: Mrs. Agnes Ray, Dr. George W. Stone, Mr. Marshall De Motte, Mr. Chas. A. Whitmore.

Manual training and sewing have this year been extended downward to the fifth grade in the schools of Pasadena.

According to the Arizona Teacher for October, the schools of Arizona are being surveyed by a committee of seven experts from the United States Bureau of Education. Recommendations for the improvement of the schools will be made on the basis of the survey.

A reception to Superintendent Albert Shiels and Mrs. Shiels was tendered on October 14, by the Los Angeles Principals' Club, the Los Angeles High School Teachers' Association, and the Los Angeles City Teachers' Club. Many took advantage of the opportunity to meet the newly elected Superintendent and Mrs. Shiels.

Superintendent Roy Cloud of San Mateo county accepted an invitation recently to address an educational meeting in the State of Washington.

The Teachers' Classes in Gregg Shorthand, which have been opened in New York City, have met with an enthusiastic welcome. Over 300 enrolled the first week. The work is carried on at the New York Training School for Teachers and the Brooklyn Training School for Teachers. These classes are planned to give a thorough knowledge of the principles of Gregg Shorthand as presented in the New Manual, with sufficient dictation to insure skill in writing. Admission is restricted to licensed teachers in the Public Schools of New York City.

"Safety First For Vocational Schools" is the title of a Bulletin published by the Division of Agriculture and Industrial Education of the University of the State of New York at Albany. There are suggestions for Safety First Courses in Day and Evening Vocational Schools, directions for handling accidents, fires, wood and iron working machines in shops, and the like. The Bulletin is fully illustrated.

Say you saw it in the Sierra Educational News

"The Trail" for October is a most interesting leaflet. It carries one from "Ocean to Ocean" with the T. C. U. Teachers should investigate the Teachers' Casualty Underwriters. As an insurance and protection, it is safe and sound.

"Public Facilities For Educating the Alien" is the title of Bulletin No. 18, issued by the Division of Immigrant Education, Bureau of Education, Washington, D. C. It is prepared by Dr. Frederic E. Farrington.

In the death of John MacDonald of Kansas, there passes a veteran educator and one of the best known educational editors in the Nation. Loved and honored by thousands, he has for years been a prominent figure in National Education Association circles. Our friendship, for him was close and our admiration sincere. We shall miss our friend "MacDonald of Kansas."

Principal Joseph O'Connor, after many years of faithful service at the Mission High School, San Francisco, was recently married to a former teacher of the city, Miss Elizabeth Carson. Mr. O'Connor has resigned and retired under the Retirement Salary Act.

Mr. L. W. Bartlett, Vocational Adviser of the Pomona City Schools, has been made Director of the Vocational Survey of the Southern eight counties. Mr. Bartlett is going at his big undertaking with his customary system and energy.

Where the Freshman Come From. Freshman registering at the University of California for the year 1916-17 come from the following sources: California High Schools, 1004; Private Schools, 139; Normal Schools, 70; Junior Colleges, 75; Colleges, 87; Teachers (Life Dep.), 3; outside of state, 379. The grand total of freshmen, including those from other states and countries for 1916 is: Men 881, women 876, total 1757.

U.S. Government Needs Teachers

For Indian School Service and other places, (men and women), aged 21 to 50, \$600 to \$1400 yearly. Permanent position, beautiful locations, free living quarters, annual vacation, interesting work. If you want one of these places write me immediately for particulars.

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New Adoptions by The New York Board of Education

For 1917-1919

SPANISH

MacDonald's Spanish Commercial Reader	\$1.00
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Pitman's Shorthand Dictation Instructor	\$.85
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Members

American Education, Albany; N. Y.
American Journal of Education, Milwaukee, Wis.
American Primary Teachers, Boston, Mass.
American School Board Journal, Milwaukee, Wis.
Arkansas School Journal, Little Rock, Ark.
Atlantic Journal of Education, Baltimore, Md.
Volta Review, Washington, D. C.
Canadian Teacher, Toronto, Canada.
Colorado School Journal, Denver, Colo.
Educator-Journal, Indianapolis, Ind.
Florida School Exponent, Tallahassee, Fla.
Journal of Education, Boston, Mass.
Kindergarten-Primary Magazine, Manistee, Mich.
Manual Training Magazine, Peoria, Ill.
Midland Schools, Des Moines, Iowa.
Missouri School Journal, Jefferson City, Mo.
Moderator-Topics, Lansing, Mich.
Nebraska Teacher, Lincoln, Neb.
New Mexico Journal of Edu., Santa Fe, N. M.
Ohio Educational Monthly, Columbus, Ohio.
Ohio Teacher, Columbus, Ohio.
Oklahoma School Herald.
Pennsylvania School Journal, Lancaster, Pa.
Popular Educator, Boston, Mass.
Primary Education, Boston, Mass.
School and Home Edu., Bloomington, Ill.
School Bulletin, Syracuse, N. Y.
School Century, Oak Park, Ill.
School Education, Minneapolis, Minn.
School News, Taylorville, Ill.
School Science and Mathematics, Chicago.
Southern School Journal, Lexington, Ky.
Sierra Educational News, San Francisco, Cal.
Teacher's Monograph, New York City.
Western School Journal, Topeka, Kan.
Western Teacher, Milwaukee, Wis.
Wisconsin Journal of Edu., Madison, Wis.

Mr. A. N. Palmer held penmanship conferences with the teachers of the city of St. Paul, Minn., October 9-12, which city has recently adopted the Palmer Method of business writing.

San Diego Teachers who will attend the Southern Section Convention at Los Angeles December 18-22, can save money and have a pleasant outing by traveling on the steamers of the Pacific Steamship Company, between San Diego and Los Angeles. For information address J. Don Dunann, 201 Broadway, San Diego, Cal.

The California High School Teachers' Association proceedings, issued as the August number of the Sierra Educational News, come in for extended listing in the October Bulletin of Educational Publications, issued by the Department of Education at Washington.

The Smaller High Schools are coming to the front. The Santa Maria High School has a well equipped plant and exceptionally beautiful grounds. The school is meeting the needs of the people.

Henry Disston & Sons, Inc., of Philadelphia, have, through their educational department, contributed much to the development of industrial and vocational courses throughout the schools of the country. Their shop equipment is of the best, their saws and other tools having a world wide reputation. The head of the educational department of this great firm, Ernest C. Schiele, now making a tour of the western states, paid us a visit recently. Teachers and directors of industrial and vocational courses will find Mr. Schiele most helpful in his suggestions.

The Bay Section Meeting, C. T. A., is to be held in the spring, presumably during Holy Week. The place of meeting will, in all probability, be at Oakland or some other transbay point. President Du Four and Secretary Glascock are making efforts looking toward a most successful session.

Mrs. Minnie O'Neil, formerly County Superintendent of Sacramento County, is serving as Assistant Superintendent in the Sacramento City Schools.

Mr. Edgar T. Boughn, formerly of Manual Arts High School, Los Angeles, has succeeded to the principalship of the Perris Union High School in Riverside County. He has reorganized the Perris School with a new course of study, the lengthening of periods, adding to library facilities, and appointment of additional teachers. Mr. Boughn has an article in Science and Mathematics, for November, which may be read by High School teachers with profit.

The National Society for the Promotion of Industrial Education will hold its 10th Annual Convention at Indianapolis, February 21-24, 1917, inclusive. These dates are just preceding those for which the National Superintendents' Convention is scheduled at Kansas City, beginning February 26. This arrangement will allow of attendance at both meetings.

The Colorado Teachers Association met the week of October 30th to November 4th. For the first time in the history of the organization, the meeting was in three sections, following the California plan. Each section held a three days meeting, the last day of the meeting of one section overlapping with the first day of the meeting of another. This plan permitted of the use of the same set of speakers for each meeting.

At Stockton, on Saturday, November 25, a School Womens' Day will be held where timely topics will be presented by as able speakers as can be secured. The meetings will be open to every one interested and Clubs throughout the State are invited to send as many representatives as will come.

Mrs. Frances Effinger Raymond, Pacific Coast Manager Gregg Publishing Company, recently addressed the Colorado Teachers' Association at Denver. While there she visited several of the business colleges of the city and expressed the opinion that Denver has some of the best in the country.

A New Course in Education is to be given in the University of Oregon by Dr. H. D. Sheldon. The general subject of the course will be Current Problems in American Education. It will be given alternate Friday evenings beginning November 10, in the Story Hour Room of the Central Library.

PUBLICATIONS RECEIVED

What We Hear in Music, by Anne Shaw Faulkner, published by the Victor Talking Machine Co., is one of the most valuable and most attractive publications that has ever come to this office. It is bound in dark blue cloth, printed in gold. It contains 439 pages of heavy glazed paper, is full of illustrations, and is printed in a clear legible type. The principles and the history of music are thoroughly set forth. The development of instrumental music is shown by text and illustrations, pictures of Ancient and Modern instruments are shown. The development of the piano is traced from its earliest ancestry. Following the discussion of the orchestra, is a chapter dealing with the opera, in which this subject is exhaustively treated. Photographs of composers and noted artists are liberally used, and frequent reference is made to Victor Records illustrative of the text. This book should be in the library of every lover of music. It may be obtained from the Educational Department of the Victor Talking Machine Company, Camden, N. J.

Parts IV and V of the Report of the School Survey of School District No. 1, City and County of Denver, Colorado, have been received. Also the Supplemental Report of Organization and Administration of this same district. Part IV, The Business Management by J. T. Byrne, contains 108 pages, and discusses exhaustively the subject of Business Management, buildings and grounds, supplies and equipment, accounting and auditing, etc., are thoroughly treated. The price of this book is 15c; Part V, The Building Situation and Medical Inspection, by Lewis M. Terman, Ph.D., Leland Stanford University. This book contains seventy-five pages and intensely interesting and instructive reading matter dealing with the subject under consideration. It may be obtained from the School Survey Committee, Denver, Colorado, for 15c per copy. The Supplemental Report on Organization and Administration by Elwood P. Cubberley, Professor of Education, Leland Stanford University, contains twenty-one pages in which the author treats his subject briefly and concisely. Price 15c per copy.

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SIEBERT

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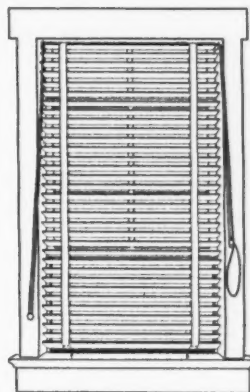
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When questions arise in the history recitation, in language work, spelling, or about noted people, places, foreign words, synonyms, pronunciation, new words, flags, state seals, etc., do you suggest that the **New International** is a universal question answerer and contains just the information desired?

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